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ABSTRACT

Off-campus education is an experiential method of learning that integrates a student's classroom studies with on-the-job experiences obtained at an employing organization. Off-campus education programs are based on a partnership among the school, the parents, the student, and the employing organization, with each of the partners sharing the responsibility for student growth and learning. This guide is designed to help educators in Alberta (Canada) organize and operate off-campus education programs that provide meaningful learning experiences for students in partnership with the community. It outlines required and recommended procedures to guide school jurisdictions as they implement off-campus education programs in both core and complementary subject areas, including academic subjects, career and technology studies, fine arts, and other areas. The 11 sections of the guide cover the following topics: (1) off-campus education policy; (2) guide to education from early childhood to grade 9; (3) guide to education for senior high school; (4) legislation and regulations; (5) program initiation; (6) program management; (7) safety on the job; (8) promoting an off-campus education program; (9) program evaluation; (10) additional learning resources; and (11) career education professional development program. Nineteen appendixes provide forms for use in developing and implementing an off-campus education program. (KC)

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OFF-CAMPUS EDUCATION GUIDE

for

Administrators,
Counsellors &
Teachers

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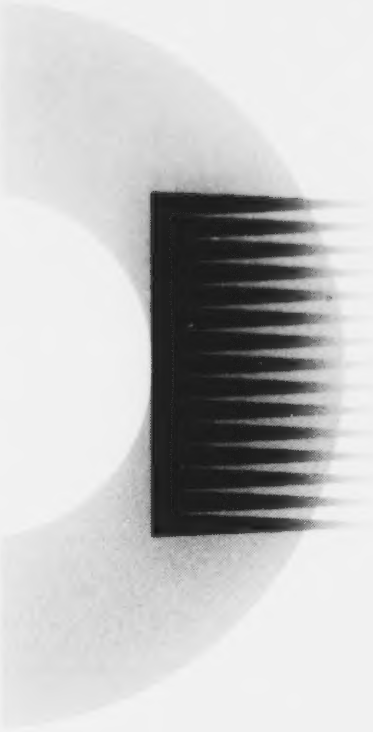

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Administrators,
Counsellors &
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PREFACE

This *Off-Campus Education Guide for Administrators, Counsellors and Teachers*, 1995, replaces the *Work Experience Teacher Resource Manual*, 1990.

Off-campus education is an experiential method of learning that integrates a student's classroom studies with on-the-job experiences obtained at an employing organization, such as a business, government department or not-for-profit agency. Off-campus education programs use a set of planned educational experiences designed to enable students to acquire knowledge, skills and attitudes related to work and other life roles through their participation in out-of-class study, observation and performance.

Off-campus education programs are based on a partnership amongst the school, the parents, the student and the employing organization, with each of the partners sharing the responsibility for student growth and learning. Alberta Education's *Meeting the Challenge II: Three-Year Business Plan*, 1995/96–1997/98 states that "this will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work."

In Alberta, there are a variety of off-campus education programs. These include work experience programs, cooperative education, work study and registered apprenticeship programs. Regardless of the model used, a well-planned program will involve the community in such a way that out-of-school experiences reinforce, extend and provide motivation for student learning.

This guide has been prepared to help educators organize and operate off-campus education programs that provide meaningful learning experiences for students in partnership with the community. It outlines required and recommended procedures to guide school jurisdictions as they implement off-campus education programs in both core and complementary subject areas, including academic subjects, career and technology studies, fine arts, etc.

This is a support document that is not mandatory, except where legislated policies and regulations apply. Suggestions are based on practices used successfully by experienced educators in Alberta. Policies and regulations having legal status are highlighted in the same manner as this notice.

This guide is unbound and three-hole-punched; a format that allows for the addition of references, forms and notes. It also facilitates updating the materials, as necessary.

Note: The following publications are revised regularly. Ensure that the current edition is used when referring to policies, legislation or regulations.

- *Guide to Education: ECS to Grade 9 Handbook*
- *Guide to Education: Senior High School Handbook*
- *Alberta Education Policy, Regulations and Forms Manual*
- *School Grants Manual*.

For further information on off-campus education, legislation and procedures, see the current edition of the *Alberta Education Policy, Regulations and Forms Manual*.

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OFF-CAMPUS EDUCATION POLICY①

BACKGROUND
Policy 1.6.3

There is a growing need for expanded off-campus programs to complement and enhance current programming in schools. The provision of off-campus programs permits schools to expand learning opportunities for junior and senior high school students by establishing partnerships with businesses, industries, volunteer and other agencies in the community. These partnerships will ensure students have the knowledge and skills demanded by business, gain recognized work experience and are assisted in making the transition from school to work or from school to a post-secondary institution.

Off-campus education provides an opportunity for students to enhance and apply, in real-life contexts, knowledge, skills and attitudes acquired through course work. Off-campus education is viewed as a partnership of student, school and community. Partnerships provide opportunities for students to explore and expand their career interests and aptitudes in meaningful activities, situated in community-based work stations, work sites and volunteer agencies.

This policy replaces the following two policies in the previous *Policy Manual*:

- *Off-campus Vocational Education* (No. 02–04–04)
- *Work Experience Education* (No. 02–04–05).

POLICY

In order to provide practical experiences related to life skills and career opportunities, and to help students grow in knowledge, skills and attitudes, Alberta Education supports off-campus education programs delivered through school–community partnerships.

DEFINITIONS

In this policy,

1. "off-campus education" means work study, work experience programs, registered apprenticeship programs and cooperative education programs.

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① Refer to the Legislation and Regulations section of this document for related acts and codes.

2. "work study" means off-campus experiential learning integrated with a course undertaken by a junior or senior high school student:
    (1) as an integral part of the curriculum of a provincially approved school course or program; e.g., Word Processing 30, IOP, etc.;
    (2) which is under the cooperative supervision of a teacher–coordinator and the employer;
    (3) where no additional credit is given; and
    (4) which is part of community partnership (off-campus, job-sharing, apprenticeship) activities engaged in by students.

3. "work experience" means off-campus experiential learning undertaken by a senior high school student:
    (1) as an integral part of a planned school program;
    (2) which is under the cooperative supervision of a teacher–coordinator and the employer; and
    (3) which constitutes a separate course based on 25 hours per credit.

4. "registered apprenticeship program" means experiential learning undertaken by a senior high school student:
    (1) as an integral part of a planned school program;
    (2) which is under the cooperative supervision of a teacher–coordinator and the employer;
    (3) where a student is a registered apprentice;
    (4) where the program meets the acts and regulations of Alberta Advanced Education and Career Development relating to apprenticeship training; and
    (5) which constitutes a separate course based on 25 hours per credit.

5. "cooperative education/youth internship" means off-campus experiential learning undertaken by a senior high school student:
    (1) as approved under policies established by the Federal Government and Alberta Education;
    (2) as an integral part of a planned school program;
    (3) which integrates off-campus experience with in-school instruction;
    (4) which is under the cooperative supervision of a teacher–coordinator and the employer; and

(5) which constitutes a separate course based on 25 hours per credit.

PROCEDURES

1. Boards may operate individually or as a consortium to offer off-campus programs. One board shall act as the agent board for contract purposes.

2. A school board wishing to initiate a Registered Apprenticeship Program:

   (1) shall have a board motion indicating board approval and have a letter of approval for the program from the Area Manager of the local Career Development Centre on file with Alberta Education;
   (2) shall, as a component of a student's program leading to a Certificate of Achievement or High School Diploma, offer a maximum of 40 credits in a Registered Apprenticeship Program sequence of courses from among those listed in the *Guide to Education: Senior High School Handbook;*
   (3) shall annually file the names of students enrolled on the Registered Apprenticeship Program Student Placements form with the Director of Curriculum Standards Branch, Alberta Education; and
   (4) shall adhere to all procedures stated in this policy except for sections 1, 3, 10(1) and (3).

3. The board shall be responsible for:

   (1) ensuring that course content, where available, is followed and where necessary, developed; and
   (2) the instructional practice and evaluation for all off-campus courses including:
       (a) work experience courses
       (b) work study components of core and complementary courses
       (c) cooperative education/youth internship courses
       (d) registered apprenticeship program courses.

4. Off-campus education courses approved by the board:

   (1) shall specify learner expectations for each student;
   (2) shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer;

(3) may include modules from the Career Transitions strand of the Career and Technology Studies program; and
(4) may be undertaken at one or more work stations and/or work sites.

5. Off-campus education shall be supervised by a certified teacher, who shall:

   (1) obtain the consent of the parent or, in the case of a student 16 years of age or older, the student;
   (2) monitor to ensure that the curriculum is followed and a plan of instruction is in place;
   (3) ensure that student, teacher and program evaluation practices are in accordance with board policy;
   (4) ensure that safety provisions as indicated in section 17 of this policy are met;
   (5) ensure that board owned equipment is properly accounted for and maintained;
   (6) assess student performance;
   (7) monitor student attendance;
   (8) monitor student–instructor relations and student behaviour;
   (9) monitor work site–community student behaviour;
   (10) ensure a positive learning environment; and
   (11) ensure appropriate records are kept.

6. The board shall submit its intent to operate new programs for the following school year to Alberta Education, by September 30.

Revised Section

7. All work stations and work sites must be approved by the board annually or, in the case of the Registered Apprenticeship Program by Alberta Advanced Education and Career Development before a new program commences. The request for approval shall come from the school jurisdiction.

Revised Section

8. Boards offering off-campus programs shall:

   (1) insure all board owned equipment located at the work site; and

(2) indemnify and hold harmless the Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the Board, its employees, students, or agents in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Employer, its employees or agents.

9. A parent/guardian and a student shall be informed by the board that a student in off-campus education is deemed to be an employee of the Government of Alberta, and in the event of an accident is covered by Workers' Compensation and, therefore, is unable to sue the employer.

10. The off-campus education programs offered:

    (1) may include all or any component of the educational programs as listed in the *Guide to Education: Senior High School Handbook;* and as referenced under Community Partnership in the *Guide to Education: ECS to Grade 9 Handbook;*
    (2) shall meet the requirements as set out in the Guides to Education as well as in the programs of study for junior and senior high schools; and
    (3) shall provide course content based on approved curriculum and the daily programming developed cooperatively by the supervising teacher-coordinator and the on-site instructor.

Revised Section

11. Off-campus education for both junior and senior high school students shall take place between 7 a.m. and 10 p.m., Monday through Sunday.

12. Where a board directs a student to an off-campus program, the board shall either:

    (1) obtain the consent of the Minister under section 37(3)(b) of the *School Act*; or
    (2) be authorized in writing by the Minister under section 237 of the Act to approve off-campus programs, provided that:
        (a) a board motion, local policy and procedures relating to these programs are in place; and
        (b) in the case of the Registered Apprenticeship Program, the program is approved by Alberta Advanced Education and Career Development.

13. The board shall evaluate each new off-campus education course during the first year and should conduct periodic reviews thereafter. A report of the completed program evaluations shall be kept on file by the board.

14. Where required by related legislation and regulations, the on-site instructor shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is:

    (1) supervised by a certificated teacher present at each off-campus site as deemed necessary by the board. Depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the board; and
    (2) consistent with provincial education policy and procedures.

15. The on-site instructor shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work station or work site.

16. In developing and maintaining the off-campus program, the board shall ensure that at each selected work station or work site:

    (1) there is space provided for the number of students enrolled;
    (2) the off-campus site is registered;
    (3) facilities and equipment available make it possible to achieve the objectives of the program;
    (4) equipment used by students meets Canadian Standards Association standards;
    (5) applicable federal, provincial and municipal legislation is followed including the *Employment Standards Code*, the *Labour Act* (Canada), the *Occupational Health and Safety Act* and related regulations including Workplace Hazardous Materials Information System and local and provincial health, safety, and building standards;
    (6) the student does not replace the regular worker except in the case of the Registered Apprenticeship Program;
    (7) there are a variety of appropriate learning experiences offered that relate to the curriculum; and
    (8) adequate supervision is provided.

REFERENCES

Please refer to the latest edition of the following for additional information:

- *Career and Technology Studies: Manual for Administrators, Counsellors and Teachers*①
- *Guide to Education: ECS to Grade 9 Handbook*
- *Guide to Education: Senior High School Handbook*
- *Industrial Education Manual for Guidance of Teachers and Counsellors*①
- *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers.*

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① The *Career and Technology Studies: Manual for Administrators, Counsellors and Teachers* is in process and will replace the *Industrial Education Manual for Guidance of Teachers and Counsellors*.

COMMUNITY PARTNERSHIPS

Community partnerships are a component of off-campus education and are based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by placing students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, business, industry, citizen groups and parents; schools can enrich the educational experiences of students.

In junior high school, students may be introduced to the concept of community partnership through such activities as:

- inviting members of the community into the school as guest speakers or for demonstrations
- involving community members in special events; e.g., Career Days, Education Week
- touring local businesses and industries
- sharing resources, such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
- participating in programs, such as work study, job shadowing and mentorships
- being involved in group community partnership projects in the school and in the community.

WORK STUDY

Work study education is a component of off-campus education. It provides an opportunity for junior high students to apply in real-life situations the knowledge, skills and attitudes they have acquired through course work in school. It is an experiential component of any approved course or program that is undertaken through a school–community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of any Alberta Education approved core or complementary course or program
- under the cooperative supervision of the subject area teacher–coordinator and the employer.

OFF-CAMPUS EDUCATION

Off-campus education programs are a major thrust within Alberta Education's *Meeting the Challenge II: Three-Year Business Plan*. The document states that:

> Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

The off-campus education program of studies can take a variety of forms:

- **Work Experience 15–25–35** (separate courses for credit): each course is time based; i.e., 25 hours per credit, and is available with variable credit options:

  - Work Experience 15 – 3 to 10 credits
  - Work Experience 25 – 3 to 10 credits
  - Work Experience 35 – 3 to 10 credits

  Students will be able to count a maximum of 15 credits obtained in Work Experience toward their diploma requirements.

  It should also be noted that the provision of credits for waived prerequisite courses, as outlined on page B2–12, September 1995, of the *Guide to Education: Senior High School Handbook*, does not apply to Work Experience 15–25–35. A student may enroll in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.

- **Work Study** (integrated with a course, no additional credit): experiential learning activities under the cooperative supervision of the subject area teacher-coordinator and the employer, and which are undertaken by a student as an integral part of an approved school course.

- **Cooperative Education**: a model of off-campus education whereby experimental learning activities are undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher–coordinator and the employer. The Cooperative Education model is characterized by 25 hours of pre-employment, individualized training plans, reflective learning sessions and a 200-hour placement off-campus. The federal government has made Cooperative Education funding available to local school authorities and accredited private schools under the Job Entry section of the Canadian Job Strategy Program. Starting in the 1994–95 school year students taking Cooperative Education receive credits under the Work Experience 15–25–35 courses. For further information on Cooperative Education, contact the Curriculum Standards Branch, telephone: 403–422–4872, fax: 403–422–0576.

- **Youth Internship Program**: effective 1994–95, the Youth Internship Program replaces the Cooperative Education Program for school jurisdictions approved for new funding under the Youth Internship Program. For further information on this program, contact the Curriculum Standards Branch, telephone: 403–422–4872, fax: 403–422–0576 or a local Canada Employment centre.

- **Registered Apprenticeship Program (RAP)**: courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher–coordinator and the employer. To receive credits under RAP, the student must be a registered apprentice. All programs under RAP must meet the acts and regulations of Advanced Education and Career Development relating to apprenticeship training. For further information on the Registered Apprenticeship Program, contact the Curriculum Standards Branch, telephone: 403–422–4872, fax: 403–422–0576.

For an overview of off-campus education programs, see Appendix A: Model of Off-campus Education Programs.

SCHOOL ACT, 1995

1 (1) (q) "school" means a structured learning environment through which an education program is offered to a student by
  (i) a board,
  (ii) an operator of a private school, . . .

25 (1) The Minister may do the following:

(a) prescribe courses of study or education programs, including the amount of instruction time;

(b) authorize courses of study, education programs or instructional materials for use in schools;

(c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;

(d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;

(e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;

(f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

37 (1) A board may approve a work experience program for its students to attend.

(2) Subject to the regulations, a board may enter into an agreement with a person to provide a place of work and facilities for students who are attending a work experience program.

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(3) When a board directs a student to attend a work experience program, it shall obtain the consent of

(a) the student's parent or, in the case of a student who is 16 years of age or older, the student, and

(b) the Minister.

(4) For the purposes of section 8, a place of work or facility shall be deemed to be a school during the time the student is in the place or facility under the work experience program.

***EMPLOYMENT STANDARDS CODE,* S.A. 1988, CHAPTER E-10.2**

75 (1) Subject to subsection (3), no person shall during normal school hours

(a) employ, or

(b) permit to work on his premises

a child who is required to attend school under the *School Act*.

(2) Subject to subsection (3) and the regulations made under subsection (4), no individual under the age of 15 years shall be employed without the written consent of his parent or guardian and the approval of the Director [Employment Standards].

(3) Subsections (1) and (2) do not apply to an individual under the age of 15 years

(a) who has been excused from school attendance under the *School Act* for the purpose of vocational training through employment, or

(b) who is enrolled in a work experience program approved under the *School Act* . . .

Under section 35 of the Employment Standards Code, the Lieutenant Governor in Council may make regulations regarding minimum wage. **Employment Standards Code Alberta Regulation 296/88** states that:

3 Regulations under section 35 of the Act do not apply to an employee who is . . .

(h) a student engaged
  (i) in a formal course of training approved by the Director,
  (ii) in a work experience program approved by the Minister of Education, or an individual designated by him, under section 170 of the *School Act*, or
  (iii) in a work experience program approved by the Minister of Advanced Education or the Minister of Career Development and Employment, or an individual or committee designated by either of them . . .

or to their respective employers while acting in the capacity of their employer.

***WORKERS' COMPENSATION ACT*, S.A. 1981, CHAPTER W-16**

147(2) The Lieutenant Governor in Council may, in respect of persons to who this Act does not apply, make regulations

(a) authorizing the [Workers' Compensation] Board to make orders declaring that the Act applies to any class of those persons;

(b) designating those classes of persons in respect of whom the [Workers' Compensation] Board may make an order under a regulation made under clause (a); . . .

147(3) Where the [Workers' Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this Act applies to a class of persons, the persons in that class are, for the purposes of this Act, considered to be workers employed by the Government of Alberta.

WORKERS' COMPENSATION REGULATION AR 427/81

Persons considered to be workers employed by the Government of Alberta.

7(1) The [Workers' Compensation] Board may make orders declaring that the [Workers' Compensation] Act applies to the following classes of persons:

(e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the Board [Workers' Compensation Board].

(2) The compensation payable to a person who suffers an accident and to whom the Act is declared to apply under this section shall . . .

(b) in the case of a person to whom subsection (1)(a)(ii), (b)(ii), (c)(vi), or (e) applies, be based on the usual rate of wages paid at the time of the accident to apprentices in the trade that is most equivalent to the training provided by the work-related rehabilitation program or other program.

***OCCUPATIONAL HEALTH AND SAFETY ACT*, R.S. 1980, CHAPTER 0–2**

2(1) Every employer shall ensure, as fast as it is reasonably practicable for him to do

(a) the health and safety of
  (i) workers engaged in the work of that employer, and
  (ii) those workers not engaged in the work of that employer but present at the work site at which that work is being carried out, and

(b) that the workers engaged in the work of that employer are aware of their responsibilities and duties under this Act and the regulations.

2(2) Every worker shall, while engaged in an occupation,

(a) take reasonable care to protect the health and safety of himself and of other workers present while he is working, and

(b) cooperate with his employer for the purposes of protecting the health and safety of
  (i) himself,
  (i.1) other workers engaged in the work of the employer, and
  (ii) other workers not engaged in the work of that employer but present at the work site at which that work is being carried out.

***APPRENTICESHIP AND INDUSTRY TRAINING ACT,* S.A. 1991, CHAPTER A–42.3**

1(1) "student work training program" means a program
- (i) under which a student receives work experience and training in a designated trade,
- (ii) that is offered to the student by or on behalf of (A) a board as defined under the *School Act* . . . and
- (iii) that is approved, registered or otherwise recognized by the Board [Alberta Apprenticeship and Industry Training Board]

21(3) A person shall not work in a compulsory certification trade unless that person . . .
- (b) has filed an application under this Act to participate in the apprenticeship program in that trade and that application is subsisting,
- (c) is an apprentice in the apprenticeship program in that trade,
- (d) is a student in a student work training program in that trade.

22(3) A person shall not work in an optional certification trade unless that person . . .
- (c) has filed an application under this Act to participate in the apprenticeship program in that trade and that application is subsisting,
- (d) is an apprentice in the apprenticeship program in that trade,
- (e) is a student in a student work training program in that trade.

***CANADA LABOUR CODE*, R.S. 1985, c. L–1**

The minimum age for persons employed by firms that fall under federal Government Legislation is the school leaving age of the province, which for Alberta is 16 years.

Labour Standard:

(1) Coverage

Part III of the Canada Labour Code (Labour Standards) applies to employees and employers in works, undertakings or businesses under the legislative authority of the Parliament of Canada.

Broadly speaking, the activities that come within federal jurisdiction include:

- Interprovincial and international services such as:
    - railways
    - highway transport
    - telephone, telegraph and cable systems
    - pipelines
    - canals
    - ferries, tunnels and bridges
    - shipping and shipping services
- Radio and television broadcasting including cablevision.
- Air Transport, aircraft operations and aerodromes.
- Banks
- Primary fishing where the fishermen work for wages.
- Undertakings declared by Parliament to be for the general advantage of Canada, e.g.:
    - grain elevators
    - flour and feed mills, feed warehouses and grain seed cleaning plants west of Thunder Bay
    - uranium mining and processing
    - certain individual undertakings, such as Hudson Bay Mining and Smelting Company and British Columbia Telephone Company Limited.

Note: A student may engage in off-campus education in the activities stated in the *Canada Labour Code* providing that the student and the activity meet the requirements of provincial legislation, as already cited in this section.

- *School Act*
- *Employment Standards Code*
- *Workers' Compensation Act*
- *Occupational Health and Safety Act*
- *Apprenticeship and Industry Training Act.*

PROGRAM INITIATION

A school district interested in initiating, promoting and maintaining off-campus education activities, should be aware of:

1. the necessary time, personnel and resources needed to operate off-campus education activities effectively
2. the level of support and enthusiasm among school administration and school staff to plan and coordinate activities that meet a broad spectrum of student needs
3. the level of support in the community for off-campus education. Any off-campus education activities should take into consideration the structure of the community, the volunteer sector, the local labour market and the needs of local employers. See Appendix B: Skill and Educational Change: Making It Happen in Your Community.

A school district should also seek to obtain the support of union officials within the community prior to instituting any off-campus education program. The Alberta Federation of Labour has a policy statement relating to "work experience", and school districts would be well advised to garner support from local labour leaders. See Appendix C: Alberta Federation of Labour Policy Statement: Work Experience.

As part of the decision-making process, the school district should also consider:

1. whether the program will be coordinated through central administration or by individual schools
2. the rights and responsibilities of program coordinators, school principals, teacher–coordinators, students and employers
3. job descriptions for coordinating personnel and for teachers involved in offering off-campus education courses
4. transportation needs of students
5. liability insurance for students
6. assessment and evaluation.

It is recommended that a school district develop policy and procedures that encourage and facilitate off-campus activities in all schools while permitting flexible programming and emphasis to be developed at the school level.

DETERMINING THE FOCUS OF YOUR PROGRAM(S)

Alberta Education's *Meeting the Challenge II: Three-Year Business Plan* states that "schools . . . may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning."

Off-campus education can be offered to students within a school or school district in a variety of different ways. It can be made available to students in a particular program, as part of an existing course, or it can be geared toward students interested in combining school with an apprenticeship. In most cases, program emphasis should be determined by student and school needs as recognized by school administration.

Off-campus education programs may differ as a result of variables, such as:

- the need to complement school-based resources
- the desire to further emphasize career development across the curriculum
- the need for nontraditional programs for special needs students
- the desire to enhance career exploration and other learning opportunities for gifted students
- the desire to expand experiential learning opportunities for students in specific courses or across the curriculum
- student interest in participating in the Registered Apprenticeship Program or some similar program.

PROGRAM MANAGEMENT

The management of an off-campus education program or program components involves a number of processes. Recommended procedures for each process are described on the following pages. Appendix D: Off-campus Education Policy and Procedures Sample and the Off-campus Education Program Management Checklist on the following page may be used to guide Off-campus Education management procedures.

OFF-CAMPUS EDUCATION
PROGRAM MANAGEMENT CHECKLIST

1.	Board motion to offer Off-campus Education program(s) in jurisdiction.	☐
2.	Board motion designating signing authority for programs.	☐
3.	School jurisdiction develops policy and procedures for all or specific Off-campus Education programs.	☐
	• Approval of work sites/stations procedure completed.	☐
	• Student selection procedure developed.	☐
	• Employers selection/recruitment procedure developed.	☐
4.	Teacher–coordinator(s) appointed.	☐
5.	Organization plan developed for each school.	☐
6.	Potential work sites/stations in community identified and inspected.	☐
7.	Student record procedures/forms developed; e.g.:	☐
	• Student Application Form ________	
	• Consent Form ________	
	• Contract ________	
	• Job Description ________	
	• Career Transition Modules ________	
	• Assessment Strategies/Criteria and Evaluation ________	
8.	Monitoring schedule developed.	☐
9.	Program evaluation procedure developed/approved.	☐

STUDENT SELECTION

It is recommended that students who wish to participate in an off-campus education program should proceed through a selection process prior to being accepted into a program. This selection process will allow the teacher-coordinator the opportunity to involve those students who have the potential to achieve the maximum benefit from the program. In addition, this process helps students determine whether or not a program is going to meet their expectations and educational needs.

The ideal selection process would involve input from other teachers, guidance counsellors and the administrative staff within the school. Whatever the selection process, the school staff should be familiar with it and comfortable with their role in the process.

There are a number of methods that can be used within the selection process. These include:

1. ***an application form***—this could provide data on academic background, work and volunteer experience, extracurricular activities, and educational and career plans. See the Student Application in Appendix E.

2. ***reference forms***—references could come from teachers or other adults who can comment on the student's abilities. These forms provide information relating to the student's personal characteristics, general work habits, reliability, punctuality and any special skills or strengths. See the Teacher Recommendation in Appendix E.

3. ***personal interview***—this takes place between the teacher-coordinator and the student. The interview will help the teacher determine if the student's commitment expectations to the off-campus education program are realistic. The interview will also allow the teacher the opportunity to provide the student with more detailed information regarding his or her responsibilities and to determine whether or not the student has the necessary educational background to match the placement choice. See the Interview Questions in Appendix E.

It should be noted that a formalized selection process may not be necessary, if a student is involved in work study as a component of any core or complementary course. In the case of work study, the course teacher, in consultation with the student, should determine whether or not it is desirable to place the student off-campus as an integral part of the curriculum of that course.

It is also recommended that all students involved in off-campus education obtain their parent(s)/guardian(s) written consent prior to participating in any program. See Appendix F for sample consent forms.

Parental consent is mandatory, if a student is under 16 years of age.

PREPLACEMENT ORIENTATION

It is essential that before students go out to their off-campus placements they receive a thorough orientation to help them respond appropriately and successfully to the transition from school to the workplace.

Some common factors that may hinder a student's transition to the workplace include:

- unrealistic job expectations
- a poor understanding of employer's or supervisor's expectations
- poor work attitudes
- lack of social competence
- limited interpersonal or coping skills.

The teacher–coordinator's responsibility is to facilitate student learning in school before the student's placement at a work station, then monitor the experience to ensure the acquired knowledge is conveyed and expanded upon during the work experience placement. Preplacement orientation should include explaining to students:

- Program alternatives and parameters; e.g., Work Experience, RAP, work study
  - board and/or school policies
  - hours of work: 7 a.m. to 10 p.m., Monday through Sunday
  - insurance coverage maintained by the school system.

- Specific policies
  - accident report procedures and Workers' Compensation Board forms. See Appendix G.
  - student liability
  - student transportation responsibilities
  - days and hours allowed for work experience.

- Mark composition of work experience
  - school-based mark
  - work site/station-based mark.

The percentage distribution of these marks is determined by the teacher.

Those off-campus education programs that offer students credit in Work Experience 15–25–35 are expected to provide students with the necessary pre-employment orientation through the Career Readiness modules offered in the Career Transitions strand of the Career and Technology Studies program (CTS).

Career Transitions modules relating to work experience are addressed in the theme Career Readiness. They are available as components of Work Experience 15–25–35 as follows:

- Career Transitions module **CTR101: Job Preparation**, is a **required** component of the first work experience course taken by a student.
- Career Transitions module **CTR201: Job Maintenance**, is a **suggested** component of the second work experience course.
- Career Transitions module **CTR301: Preparing for Change**, is a **suggested** component of any work experience course.

The Career Readiness modules (CTR101, CTR201, CTR301) may be combined into a 3-credit course in conjunction with modules from other CTS strands.

In cases where the student is enrolling in other CTS modules from any CTS strand, Module CTR101: Job Preparation should be combined with these other CTS modules and treated as part of a 3-, 4-, 5- or 6-credit CTS course.

In cases where the student is not enrolling in any other CTS modules, the CTR101: Job Preparation module may be reported to Alberta Education as a 1-credit CTS course.

These modules will also support other off-campus education programs, including work study and the Registered Apprenticeship Program.

School jurisdictions offering off-campus education within the Integrated Occupational Program and/or for special needs students are required to follow the policies and procedures described in this document. Additional information about community partnerships may be found in the *IOP Informational Manual for Administrators, Counsellors and Teachers*, 1994 and Appendix B: Skill and Educational Change: Making It Happen in Your Community.

Students placed in an off-campus education work site/station in a designated trade or occupation should be encouraged to:

- contact a local Career Development Centre (CDC)
- identify career development opportunities in the designated trade or occupation of choice
- discuss the potential for crediting time spent off-campus in a designated trade or occupation toward RAP or a regular apprenticeship after leaving school.

The following Pre-employment Orientation Checklist may be used to ensure that key tasks are identified and completed during the orientation to any off-campus education program.

PRE-EMPLOYMENT ORIENTATION CHECKLIST

1.	SELF-ASSESSMENT	
	• Develop a profile of acquired skills, abilities, personal qualities and work habits.	☐
	• Identify strengths and weaknesses and how to improve weaknesses.	☐
	• Research types of occupations suitable to personality, interests and strengths.	☐
	• Recognition of "transferable work skills".	☐
	• A brief exposure to career planning.	☐
2.	EMPLOYER'S EXPECTATIONS	
	• Identify employer expectations for entry-level work positions.	☐
	• Identify how to keep the job and advance in the job.	☐
	• Know key points from the *Employment Standards Code*, 1988.	☐
3.	JOB SEARCH TECHNIQUES	
	• Identify how and where to search for employment.	☐
	• Target or focus search to relative career plans.	☐
	• Identify what to look for in a good employer.	☐
	• Identify ways to approach prospective employers.	☐
4.	PREPARING A RÉSUMÉ	
	• Know personal strengths.	☐
	• Choose the type of résumé that fits personal strengths.	☐
	• Present these strengths on paper in order of importance.	☐
	• Target or focus résumé to a particular occupation or job.	☐
	• Reconstruct and edit résumé until it meets objectives.	☐
5.	APPLICATION FORMS	
	• Recognize different types.	☐
	• Identify their importance.	☐
	• Practise completing different types.	☐
6.	INTERVIEW	
	• Recognize types of interview situations.	☐
	• Recognize importance of the interview.	☐
	• Identify appearance and etiquette factors expected by the employer.	☐
	• Recognize different categories and questions; e.g., attitude, skills, experience.	☐
	• Role play interviews with peers.	☐
	• Complete formal interview.	☐

EMPLOYER SELECTION

Within this document the term "employer" refers to any employing entity, be it the school jurisdiction or school, a business, a government department, a not-for-profit agency, community organization or post-secondary institution entrusted by the school jurisdiction to provide off-campus learning opportunities for students.

The term "employer's representative" refers to the contact person within the employing entity. This person is usually the individual who gives or obtains approval for the employer's involvement in an off-campus education program.

The term "supervisor" refers to the person who oversees the student while he or she is at the placement. For example, this could be an employee who is assigned the task of supervising by the employer, or in the case of a small business, it could be an owner/manager.

In order to facilitate the process of recruiting the most appropriate off-campus employer, the following should be taken into consideration for each student:

- educational background; e.g., program, grade, course completed, ability
- special needs; e.g., intellectual, behavioural, physical
- maturity level
- attendance and punctuality patterns
- student preference
- career/occupational choice
- workplace location; e.g., distance from school, accessibility, transportation needs.

Care must be taken by the teacher–coordinator in procuring appropriate work stations or work sites. An appropriate placement should:

- be a safe work environment and meet the requirements as stated in related policies, legislation and regulations. See the Safety on the Job section of this document
- offer work that is consistent with the student's ability
- allow for progressive development of occupation-related knowledge and skills
- have effective and appropriate supervision
- have an employer who is actively interested in providing a positive learning experience for the student.

IDENTIFYING PROSPECTIVE EMPLOYERS

Here are some suggestions for identifying prospective employers:

- obtain membership lists of industry, business groups and volunteer agencies
- check business, industry and social agencies' directories
- check business and telephone directories
- contact work stations and work sites previously used by school
- ask employers to recommend other employers
- become active on the education committee of the local Chamber of Commerce
- become active on any education committees of local business or industry groups
- write an article for the school or district newsletter to seek prospective employers
- ask school staff for personal contacts
- ask friends, neighbours, relatives, past and present students for contacts
- explore the surrounding area near the school or on local bus routes to obtain names and locations of potential work stations and work sites
- survey selected organizations by mail
- join service clubs, professional or trade organizations.

RECRUITING THE EMPLOYER

Before attempting to recruit a prospective employer, it is advisable to find out some information about the business, its services and/or products. Dropping in on a prospective employer without prior knowledge or planning is not recommended. A single telephone call to enlist the support of an employer is insufficient.

Once a potential employer is identified, a telephone call is recommended and an appointment made to visit in person. A well-planned and organized recruitment visit is essential in order to provide the employer with information about the program to obtain information on the suitability of the work site and to gain cooperation from the employer.

THE FIRST VISIT TO THE PLACEMENT

1. After contacting the prospective employer, make an appointment for an interview with an appropriate representative in the organization.

2. Take to the interview a program package to present to the employer's representative. This package might be in the form of a flyer, a brochure or a group of documents in a file folder, but regardless of format, it should include a:

   - description of the program
   - copy of the student's schedule
   - list of student's responsibilities
   - list of the supervisor's responsibilities
   - list of the teacher's responsibilities
   - copy of the Work Agreement or contract
   - sample training plan or list of learner expectations
   - sample time log
   - sample employer evaluation forms.

3. In order to give a complete picture of the off-campus education program, let the employer's representative know about:

   - the purpose, history and philosophy of the program
   - the benefits to the student and the employer
   - the student selection process relating to the program
   - the preplacement orientation
   - the supervisor's role in the educational experience and evaluation of the student
   - the teacher's role in supporting the student and the supervisor
   - the frequency of and need for "monitoring visits"
   - provide the supervisor with some relevant background information on the student
   - explain the procedure for the student interview
   - answer any questions posed by the employer's representative
   - if possible, tour the facility and meet the employee who will supervise the student
   - at an appropriate time, ask the employer's representative for a commitment to the program.

It is important to note that the coordinating teacher should strive to have a frank and open discussion about responsibilities and time commitments with the prospective employer. If an employer or a supervisor does not appear to understand or accept the role as defined in the program it is best to locate another employer or supervisor who will be more understanding and more accepting.

PLACEMENT PROCEDURES AND DOCUMENTATION

Once the coordinating teacher has visited the work station or work site and determined that it is suitable, a student can be matched to the placement. At this time, it is recommended that the employer have the opportunity to interview the student. The student should be encouraged and expected to:

- call the employer and set up an interview appointment
- fill out the employer's application form
- submit a personal résumé
- present oneself on time for the interview
- confirm hours of work.

Prior to the commencement of the placement there are a number of procedures that need to be completed by the teacher–coordinator. These include:

1. all off-campus education work stations and work sites, effective September 1995, are to be approved through the local school jurisdiction. The teacher–coordinator must complete both parts of the approval form and meet school jurisdiction policy before starting a student at a work site. See Appendix H: Approval of Work Stations/ Work Sites.

   Note: The superintendent of schools, or designate, must confirm that all off-campus work sites/stations have been locally approved.

2. a work agreement or contract is to be signed by the student, the student's parent or guardian, the employer and the school board designate before the student begins the placement. The student, employer and school should retain a copy of this form. The work agreement lays out the conditions for the work experience and binds the parties to the terms of the agreement. Two work agreement samples can be found in Appendix I.

Before a work agreement or contract is signed, the following actions are recommended:

- Student Input Regarding Placement

  A preplacement interview between the teacher-coordinator and the student should be established to discuss the student's interests, strengths, career plans and specific reasons for taking the course/program. The teacher-coordinator must identify with the student and determine what the student has to gain by doing his or her best in a work placement situation. This information helps the teacher-coordinator determine the most appropriate work site/station and helps the student recognize that he or she is the main recipient of the benefits of his or her own efforts.

  The student's accessibility to possible work sites/stations is another consideration at this stage. The teacher-coordinator, student and parent must identify transportation alternatives available to the student for work experience placement. Limited transportation alternatives for the student can often compromise the most appropriate placement within the community.

- Parental Communication

  It is important that the parents or guardians are aware of the school's expectations of their son or daughter in a work experience program. The responsibilities of the student should be clearly defined for the parents/ guardians to acknowledge when they sign the work agreement contract and the parental consent form.

  Although the student has legal signing authority of the work agreement contract at age 16, it is important to keep "supporting" parents aware of the student's involvement and progress. It may be the parent, acting on the student's behalf, with whom the teacher-coordinator will be dealing, if a problem occurs.

  Included is an example of a "Parent Letter" detailing the responsibilities and expectations of the student participating in a work experience program. See the sample letters in Appendix J. It is an important courtesy to the students to discuss the "Parent Letter" with them and review the program expectations before sending the letter home.

- Student/Employer Contract

  The initial visit to the work site/station is an excellent opportunity for students to practise their presentation skills within the employer's actual hiring procedures. The teacher–coordinator may wish to forward a formal letter to the employer to arrange for an interview of the student. See Appendix J.

  On completion of the formal interview with the teacher–coordinator, the student may be informed of his or her work station supervisor's name and telephone number. The student's responsibilities are to:

  1. call the employer and set up an interview appointment
  2. fill out the employer's application form
  3. submit a personal résumé
  4. present oneself on time for the interview
  5. confirm hours of work experience and any special conditions required by the work site/station
  6. inform the teacher–coordinator so the work agreement form can be signed by the work site/station before work experience begins.

MONITORING

All students are to be monitored by the teacher–coordinator while they are at the work site or work station. The success of any off-campus education program, in terms of student learning, teacher and program accountability and public relations, depends on good monitoring techniques. Monitoring should consist of careful, critical observations of the student's activities at the work station, and discussion with the student and the supervisor. Teachers should maintain an anecdotal, dated record of each visit. See Appendix K: Monitoring Report.

FREQUENCY OF MONITORING

The teacher–coordinator's monitoring schedule of the work site/station should be as frequent as necessary to ensure and enhance the learning experience for the student.

It is recommended that coordinating teachers attempt to establish a monitoring ratio of one visit for every 25 hours that a student is at an off-campus location. This equates to one visit for every credit being earned. More frequent visits may be necessary for those students needing additional support in order to succeed, such as those in special needs programs or in the Integrated Occupational Program.

During on-site visitations, the teacher–coordinator should be assessing the following:

- Is appropriate learning and skill development occurring, including a variety of experiences relating to program goals?
- Is the training situation safe and appropriate for the student?
- Is there good communication between the employer and the student?
- Is the training plan or list of learner expectations accurate or is revision required?
- Is the work site/station supervisor satisfied with the student? Are improvements needed? If necessary, how can they best be instituted?
- Is the student satisfied with the work site/station? Are improvements needed? If necessary, how can they best be instituted?

Programs that do not have regular, visible, on-site monitoring will quickly lose credibility with the community and the school. In addition, regular monitoring helps the student understand that workplace activities are valuable learning experiences evolving from a school program. Students also need to feel that they are supported by the teacher and the school in their placement.

STUDENT RECORDS

It is recommended that teachers maintain a file for each student involved in off-campus education. This file should be taken to the placement when the teacher conducts a monitoring visit. The following records should be included in this file:

- the work agreement form
- the student's training plan or outline of learner expectations
- dated, anecdotal monitoring reports
- employer evaluation forms
- weekly time logs.

The student file may also include copies of his or her:

- completed application form
- cover letter and résumé
- references
- portfolio material.

INTEGRATION SESSIONS

The integration program unifies the two components of off-campus education programs—the in-school curriculum (theory) with the out-of-school curriculum (practice).

Integration activities provide students with a common ground to link the realities of their work experiences with classroom instruction. It is recommended that teacher–coordinators routinely bring students back into the classroom for an integration session once every two to three weeks during the course of their placements. Integration sessions:

- help to reinforce the skills and techniques students are learning in the workplace
- allow students to share their experiences with one another and reflect on what they have learned
- allow students the opportunity to explore related career information
- allow students the chance to interact with the teacher and their peers
- allow students to critically examine the workplace and have a forum for discussion of problems
- give students the opportunity to use group problem-solving techniques, thus developing team-building and leadership skills
- give the teacher feedback from students and allow the teacher to establish and maintain rapport with the students.

For students enrolled in a Work Experience 15–25–35 course, integration sessions may be used to introduce and/or reinforce the learner expectations identified in the Career Readiness modules (CTR101, CTR201, CTR301), which are part of the Career Transitions strand of the Career and Technology Studies program.

APPROACHES TO INTEGRATION SESSIONS

The following are examples of various approaches that can be used as part of integration sessions.

Reflective Learning

In order for students to have a chance to reflect upon their off-campus education experience, they need to be guided through regular sessions of disciplined discussion. This process is often referred to as "reflective learning". When students share their work experiences with their peers, they learn about experiences they have in common and about solving problems for themselves and others. In reflective learning sessions, students become more introspective and the teacher uses this process to facilitate the student's learning and personal growth.

Journal Writing

Journals usually consist of creative writing by students recording their feelings and reactions to events that occur at the work site. There are a variety of journal formats, including responses to issue-orientated questions or statements, diaries, fictional stories, illustrations or clippings. See the Journal Sheet in Appendix L.

Daily Logs

Student logs can keep track of attendance, punctuality, actual hours worked and tasks completed. Students are responsible for keeping these logs up to date and accurate. By the end of the placement, the logs should provide an accurate summary of the tasks performed at the work station for evaluation purposes.

If the daily log is designed such that there is space for students to write about what has occurred at the work site, the teacher will be able to use this information immediately as a source for integration discussions. In addition, as students write their logs, they spend time thinking and reflecting on what they are learning at the work site. See the Student Weekly Activity Log in Appendix L.

Observation Reports

Some teacher-coordinators periodically ask their students to make an observation at the work site on a predetermined topic. For example, all students might be asked to observe the line of authority at their work site. Students would then share their observations in class, providing a common basis for group discussion.

Subject-specific Integration

Students who are off-campus under work study as an integral part of a course also need integration sessions. The teacher overseeing these students should strive to help them see the direct link between in-school theory and work site practice. For example, an accounting student placed off-campus in a bank might notice that at the work site, accounting theory is used in a different way. This could lead directly into discussions concerning the variety of ways in which accounting theory is put into practice in the workplace.

Call-back Session Exercise

Helping students understand an employer's expectations for job maintenance and advancement is an important activity in an integration session. A sample exercise that facilitates this activity, together with a letter to the employer, is included in Appendix J.

DEVELOPING A SUMMARY OF COMPETENCIES

When a student participates in an off-campus education program it is essential that all parties involved in the experience understand the scope and sequence of learning that is to take place. By creating a summary of the competencies to be developed by the student at the placement, the teacher, employer and student have similar expectations concerning what learning will occur.

Educators involved in off-campus education often refer to the summary of competencies as a "training plan". Those individuals involved in more traditional work experience programs call similar summaries "learner expectations". Regardless of the terminology chosen, every off-campus education program must use some outline stating exactly what is to be accomplished at the work site and providing a basis for determining the student's progress.

The completion of one or more competency summaries is one of the most important steps in placing a student on the job. It is also one of the most challenging and, if successful, one of the most rewarding tasks undertaken by the coordinating teacher. By developing a comprehensive summary, a teacher can ensure the quality of the placement as an educational experience. It can also reassure students, parents, labour representatives and other teachers that structured learning is taking place and that no inappropriate advantage is being taken.

For employers, a summary of competencies for each participating student outlines the expectations that go along with participation in the program. By outlining what kinds of tasks the student will attempt while at the work site, the employer becomes confident about their own ability to deliver these learning opportunities to the student. At the same time, they can ensure their right as a commercial enterprise to make sure that work gets done and that their business continues to prosper.

Competency summaries, training plans or learner expectations, should be developed as part of a cooperative effort between the coordinating teacher, the employer and the student. It is recommended that the teacher sit down with the employer and attempt to "flesh out" in writing what kind of tasks the student will work on while on the job. In most cases, the summary should be divided into two categories of skills:

- general skills relating to overall work habits and attitudes; e.g., Employability Skills, Conference Board of Canada
- specific skills related to the particular position.

As off-campus education has gained momentum across Canada, packages of training plans, or learner expectations, have become available for purchase. Often, these can be modified to suit a particular school district or program. See Appendix M for samples of competency summaries.

ASSESSMENT AND EVALUATION

The procedures for the assessment of performance and the evaluation of the achievement of students involved in off-campus education must comply with the school jurisdiction's and school's existing evaluation policies. This procedure should be clearly articulated for the student before activities at the work site commence. Students should understand the concept of the blended mark, the ratio of the mark assigned by the work site supervisor and the teacher-assigned mark.

While student performance at the work site is to be evaluated by the teacher in conjunction with the on-site supervisor, it should be understood that the teacher is responsible for each student's final mark. See Appendix N: Teacher Mark.

EVALUATION CRITERIA

When assessing the performance of students engaged in off-campus education, formative and summative evaluation techniques should be employed.

Formative evaluation is closely tied to the individual training plan and maintains student, teacher and supervisor awareness of the learning objectives and the student's progress. It may be based on formal interviews, performance appraisals, essays, projects and quizzes.

Summative evaluation takes place at the end of the project, unit, work term or semester, and may be obtained from reports, questionnaires, self-evaluation, short assignments and journals.

WORK STATION OR WORK SITE SUPERVISOR'S EVALUATION

That part of the student's evaluation apportioned to the work site supervisor should reflect the time spent in the workplace. It should be kept in mind that the school district has entrusted the education of the student at this time to the work station or work site supervisor. Districts should consider creating their own employer evaluation form and student self-evaluation form. See sample evaluations in Appendix O.

ASSESSMENT STRATEGIES

While there are a great many assessment instruments available for teachers involved in off-campus education programs, current pedagogy favours some specific ones, including student portfolios.

Portfolios

A portfolio is a chronological collection of samples of a student's work that might include a notebook or journal pages, diagrams, written recordings of activities or larger pieces of work, such as projects. A teacher may choose to collect a sample for each student's portfolio after a particular activity, or may periodically choose pieces best felt to represent individual student abilities. Students may also make the choice as to what should be included in their portfolio. Among other benefits, a portfolio:

- is cumulative, assembled and may be revised over time
- focuses on what a student can do, rather than on what cannot be done
- can include a wide range of items
- can result in tangible products that can be useful to students after graduation.

The use of portfolios as an assessment strategy is gaining favour within many in-school and off-campus education programs. Any student who is planning for a career or preparing to search for employment can benefit from having a portfolio. In off-campus education programs a student portfolio might include:

- an application
- a résumé
- a cover letter
- letters of recommendation
- samples of work and a written summary for each; e.g., photographs, progress charts, videos
- a career research project
- employer evaluations from off-campus placements.

A teacher–coordinator can introduce the process of developing a portfolio in preplacement classes and as part of integration sessions.

Some educators advocate that a portfolio should be student managed and its organization and contents be directed by the student's own career, educational and personal goals. For example, one student may organize the portfolio based on his or her desire for a particular career, while another may organize it around the expectations for entrance into a post-secondary education institution. Whatever method is used, the mission of all portfolio-building is to help students organize evidence of their accomplishments.

Lately, various groups of employers have produced reports outlining the skills necessary for an employee to be successful on the job. A student portfolio is one way for students to respond to these lists of "employability skills". By documenting their skills, or by demonstrating a plan that will lead to the development of these skills, students will be able to show that they have what it takes to be successful in the workplace. See Appendix P: Portfolio Literature.

EVALUATION OF THE PLACEMENT

Not just any work placement will do for an off-campus education program. Teacher-coordinators need to examine objectively every potential work site or work station before placing a student. An appropriate employer, with an established reputation in the community:

- provides a safe environment for the student
- orients the student to proper safety practices and ensures that the student understands and can conform
- explains carefully all procedures to the student
- helps the student feel like he or she is part of the work team
- makes allowances, willingly, for any student limitations
- works, willingly, with the teacher and the student to improve the level of learning
- assigns, willingly, a supervisor to the student
- is enthusiastic about being involved in the program
- completes, willingly, the necessary forms, including evaluation forms.

Once the work site or work station is used for an off-campus placement, the teacher-coordinator needs to continually assess its suitability for the program. The teacher should consider:

- Did I see on-the-job instruction, including safety instruction, during monitoring visits?
- Did the employer follow the outline of the training plan/learner expectations?
- Did the employer check the student's daily log?
- Did the employer accept suggestions as to how to improve student learning?
- Did the employer ensure the safety of the student?

Students themselves can also play a role in evaluating a work site's suitability. Teacher-coordinators should consider using an evaluation form for students allowing them to comment on the work site/station. See Appendix Q: Student Work Site Evaluation.

SAFETY ON THE JOB

Safety is a very important concern when students are placed in off-campus education programs.

All students are to be made aware that they have a right to a safe and healthy workplace. The *Occupational Health and Safety Act*, R.S. 1980, Chapter 0–2 establishes standards to protect and promote the health and safety of workers. It outlines the rights and responsibilities of workers, as well as the rights and responsibilities of others connected with the work site. Occupational Health and Safety publishes various booklets that may be useful to coordinating teachers and participating students, including, "The Worker's Guide to the *Occupational Health and Safety Act*" and "The Employer's Guide to the *Occupational Health and Safety Act*". These booklets are available through the local Occupational Health and Safety Office.

It is recommended that all students placed off-campus be informed about their rights and responsibilities under the *Occupational Health and Safety Act*. It is also recommended that they receive training on standards established under the Workplace Hazardous Materials Information System (WHMIS). This information should be covered in the Career Transitions Module CTR101: Job Preparation, which is a required component of the first work experience course taken by any student.

Additional career transitions modules relating to job safety skills are planned. These are scheduled to be available in 1997.

For more information regarding safety on the job, contact the nearest Alberta Labour/Occupational Health and Safety Office.

WORKERS' COMPENSATION COVERAGE

As a result of the *Workers' Compensation Regulation* AR 427/81 section 7(1), the *Workers' Compensation Act* applies to students registered in off-campus education programs. Section 147(3) of the *Act* states that, for the purposes of the *Act*, these students will be considered to be workers employed by the Government of Alberta. This can be important for employers considering participation in off-campus education programs and for accident reporting procedures.

An employer reporting an accident does **not** include a compensation code or account number. The school jurisdiction will insert an account number provided by Alberta Education.

All teacher-coordinators placing students off-campus are expected to understand Workers' Compensation Board (WCB) procedures and make their students aware of what to do should they be involved in an accident.

Procedures for Accident Reporting

Every student in an off-campus education program NEEDS to understand that all minor or major accidents should be reported immediately to the supervisor and also to the teacher. It is the responsibility of the supervisor to see that the accident is recorded in the company's incident/accident report book.

If a worker [student] is hurt in a work-related accident the WCB is to be advised when:

- the worker is away from work for longer than the day of the accident
- the worker will require ongoing medical treatment; e.g., physiotherapy, chiropractor services
- another party is involved; e.g., motor vehicle accident
- the injury results in hearing loss, respiratory problems or any progressive injury or condition
- prescriptions, dental work or glasses replacement are required
- a permanent disability is likely.

If no lost time from work occurs, WCB notification is not required. However, the accident must be recorded in the company's accident report book.

The Alberta Education Account Code, 345912/6, must be entered on the "Employer's Report of Accident or Industrial Disease" form by a designated representative of the school jurisdiction.

How to File a Claim

If an accident necessitates a WCB claim to be filed, the employer is to fill out an "Employer's Report of Accident or Industrial Disease" form. See Appendix G. The student [worker] is to fill out the "Worker's Report of Accident" form. See Appendix G. The coordinating teacher should emphasize to employers that they SHOULD NOT enter their compensation code or account number on the report. The Alberta Education Account Code must be entered where appropriate.

The Alberta Education Account Code, 345912/6, must be entered on the "Employer's Report of Accident or Industrial Disease" form by a designated representative of the school jurisdiction.

Once the reports are completed, it is up to the coordinating teacher to follow local policy for forwarding reports to WCB within 72 hours with a copy to the Policy Unit, Curriculum Standards Branch, Alberta Education, Fax 403–422–0576. A sample off-campus education policy and procedures is provided as Appendix D.

When a student receives medical attention for an injury he or she must make sure that his or her doctor knows that the accident happened at work. Doctors attending injured workers are required to send in a "Physician's Report of Accident" within two days of treatment. If the doctor does not send in a report, the WCB will not open a file.

Time Limits

Employers are required to report any injury to the WCB within 72 hours of learning about the accident. As a result, coordinating teachers, or some other locally designated person, needs to forward the accident reports to the WCB, with copies to the Policy Unit, Curriculum Standards Branch, Alberta Education, well before the 72-hour time limit expires. (See model on page 48.)

For More Information

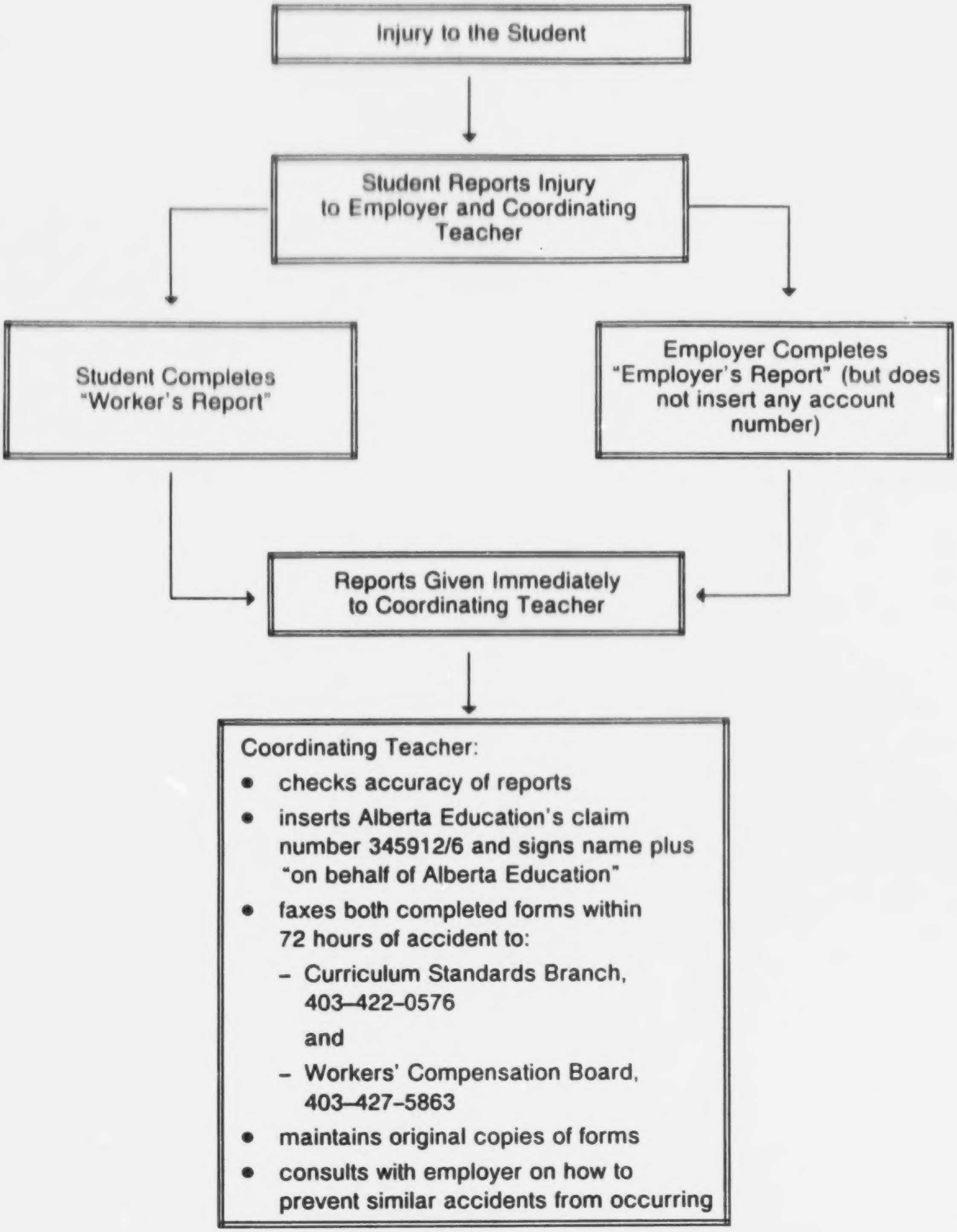
For general claims information, students and employers can telephone the Edmonton WCB office at 403–427–1131, their nearest WCB office, or Alberta Education at 403–422–4872.

Other Insurance Coverage

Beyond Workers' Compensation, any insurance coverage deemed desirable is to be obtained by the student, the school board or the employer. Insurance coverage for students travelling to and from the work site/station from their homes is the same as that normally in force for students going to and from their homes to school. It is also recommended that students involved in off-campus education programs consider purchasing additional student insurance.

BEST COPY AVAILABLE

WHAT TO DO IF A STUDENT IS INJURED AT THE WORK STATION OR ON THE WORK SITE


Injury to the Student
Student Reports Injury to Employer and Coordinating Teacher
Student Completes "Worker's Report"
Employer Completes "Employer's Report" (but does not insert any account number)
Reports Given Immediately to Coordinating Teacher

Coordinating Teacher:

- checks accuracy of reports
- inserts Alberta Education's claim number 345912/6 and signs name plus "on behalf of Alberta Education"
- faxes both completed forms within 72 hours of accident to:
  - Curriculum Standards Branch, 403–422–0576

    and
  - Workers' Compensation Board, 403–427–5863
- maintains original copies of forms
- consults with employer on how to prevent similar accidents from occurring

PROMOTING AN OFF-CAMPUS EDUCATION PROGRAM

Whether an off-campus education program is just starting or has been running for years, all programs can benefit from promotional activities that enhance awareness and build support. Promotional activities can vary depending on who is being targeted for promotion.

Promotion of the program can be broken down into a number of areas.

SAYING "THANK YOU"

Not only is the "thank you" letter good public relations, it is also a worthy summary exercise for students to review their work experience and express their appreciation to the employers. See Appendix J.

It is also important for the teacher–coordinator to forward a thank you letter to the work site/station, to express the school's appreciation of the time invested in the program by the employer. See Appendix J.

PROMOTION WITHIN THE COMMUNITY

To promote and enhance an off-campus education program within the community, the following activities should be considered:

- create a pamphlet describing the program
- present information to employers in a neat and attractive form; e.g., employer manual
- distribute promotional material, such as pens, mugs, buttons, book marks, scratch pads
- create an audio-visual presentation about the program
- establish an advisory committee and invite employers to participate
- get media coverage for the program
- create an employer referral card for employers to recommend other potential employers
- make presentations to professional or trade associations
- follow up presentations by sending material and making further contacts
- create a display booth for use at conferences and other gatherings

- invite employers to speak to students on career days or in class
- hold an appreciation event for employers; e.g. a breakfast or tea
- develop ways of publicly showing appreciation to employers; e.g., certificates of recognition for participating employers
- create an "Employer of the Year" award, and hand out a plaque
- create a newsletter to promote activities within the program, and keep participating employers aware of the involvement of other employers
- contact the local labour council, and ask to speak at one of their meetings
- arrange for a special activity or display during Career Education or Off-campus Education Week
- send seasonal greetings.

PROMOTION WITHIN THE SCHOOL JURISDICTION

The success of an off-campus education program depends upon school board trustees and school jurisdiction administrators having an appreciation for the educational value and advantages of the program in all curriculum areas. Promotion activities directed toward these individuals and groups might include the following:

- produce an annual report on the program
- have students make presentations on the program
- report on all new program initiatives
- make presentations at principals' meetings
- distribute an internal newsletter focusing on the program
- choose an "Off-campus Education Student of the Month" and distribute a written profile about him or her
- ask administrators and trustees to attend employer appreciation events.

PROMOTION WITHIN THE SCHOOL

The support of the principal, counsellors and teachers within a school is very important for any off-campus education program. School staff need to understand and be willing to support the philosophy of the program. They should also be kept up to date on off-campus education activities. They can play an important role in ensuring that students who can benefit from the program are informed about it. A staff that views the program in a positive light will assist in the smooth and effective operation of the program.

Some promotional strategies that can be used to increase awareness and support for the program with staff and students include the following:

- hold information sessions for students and parents
- put up a display on parent/teacher and open house nights
- hold classroom information sessions
- create a bulletin board display featuring photographs of current students at their work sites
- post, with permission, interesting excerpts from student portfolios, journals and daily logs
- invite participating students to make classroom presentations
- put a description of the program in the school calendar
- publish articles in the school newspaper
- create brochures specifically aimed at students
- make presentations to Grade 9 classes about this high school program
- provide students with the opportunity to receive individual counselling about how the program can meet their particular needs
- ensure that matters relating to the program are included on the agenda at faculty council, staff and department meetings
- keep the school staff and administration informed about students in the program and their placements
- get a service club to sponsor an award for the top student involved in off-campus education.

See Appendix R: Promotional Material.

PROGRAM EVALUATION

The overall off-campus education program should be evaluated on a yearly basis. The purpose of program evaluation is to determine if program objectives are being met and to provide feedback to guide improvements. All of the participants should be involved in the evaluation process, including students, teachers, employers and parents.

Some major areas that need to be addressed in a program evaluation include:

- Was the program beneficial to the participants?
- Did the program meet a community need?
- Were employer participants gratified by and satisfied with their involvement?
- Could the program provide a productive future employee?
- Did the program help to ease the school-to-work transition?
- What are the strengths and weaknesses of the program?

One method of soliciting feedback on the program is to ask all the participants to fill out a survey at the end of each semester. Information and statistics compiled from surveys can demonstrate whether or not all participants feel that the program's educational objectives are being satisfied.

Sample program evaluations for an employer, a student and a coordinator can be found in Appendix S.

ADDITIONAL LEARNING RESOURCES

Alberta's Apprenticeship Programs. Edmonton, AB: Alberta Career Development and Employment.

Alberta's Apprenticeship System: A Model of Excellence. Edmonton, AB: Advanced Education and Career Development, 1993.

The Alberta Workforce to the Year 2000. Edmonton, AB: Alberta Career Development and Employment.

Amundson, Dr. N. and Dr. W Morgen. *At the Controls: Charting Your Course Through Employment.* Scarborough, ON: Nelson Canada, 1987.

Barnes, Bruce and Jim O'Connor (eds.). *Manual for Co-operative Work Study Programs.* Toronto, ON: Guidance Centre, 1987.

Bessart, Carol, Sharon D. Crozier and Claudio Violat. *Career and Life Management.* Edmonton, AB: Weigl Educational Publishers Limited, 1988.

Brand, Margaret and Ann Olney Sparkes. *Success in the Workplace.* Mississauga, ON: Copp Clark Pitman Limited, 1990.

Brown, Bill, Fon Lewis, Jane Lowry and Jim O'Conner. *Co-operative Education Modules for Student Orientation and Reflective Learning.* Hamilton, ON: Board of Education for the City of Hamilton, 1987.

Burton, Lenore and Sue Cooper-Twiss. *Integration: Experiential Learning for Co-operative Education Students.* Toronto, ON: Peele Board of Education, 1989. [binder]

Como, Jay. *Surviving on the Job.* Mission Hills, ON: Glencoe/McGraw-Hill, 1991.

Co-operative Education: Ethical Issues Handbook. Toronto, ON: Co-operative Education Association, 1992.

Disability and Work: Facilitating the Employment of People with Special Needs. Hamilton, ON: Hamilton/Wentworth Industry–Education Council, 1993.

Do You Know What I've Always Wanted to Be? Ottawa, ON: Minister of Supply and Services Canada, 1992.

Dostal, June. *Build Yourself a Resume.* Portland, OR: J. Weston Walch, 1989.

Dyck, Marilyn, Richard Campbell and Mary Thompson. *Working Today and Tomorrow.* Toronto, ON: Irwin Publishing, 1990.

Employability Handbook. Edmonton, AB: Career Development and Employment.

Employability Skills Profile. Ottawa, ON: The Conference Board of Canada, 1993.

Everyday Career Development. Edmonton, AB: Alberta Education, 1994.

Huckinson, Nancy L. and John Freeman. *Pathways.* Toronto, ON: Nelson Canada, 1994.

Interoptions: The Canadian Work Preference Inventory. Ottawa, ON: Employment and Immigration Canada, 1992.

It's About Time: To Start Thinking About Your Future. Edmonton, AB: Alberta Career Development and Employment, 1991.

Job Futures: An Occupational Outlook to 1995. Ottawa, ON: Minister of Supply and Services Canada, 1990. [two volumes]

Job Seekers' Handbook. Edmonton, AB: Alberta Career Development and Employment, 1992.

Kelly-Plate, Joan and Ruth Volz-Patton. *Career Skills.* Toronto, ON: Collier Macmillan Canada Inc., 1990.

Misener, Judi and Susan Kearns. *Expanding Your Horizons.* Toronto, ON: McGraw-Hill Ryerson Limited, 1993.

Morrison, Colin. *It's Your Life.* Toronto, ON: York Region Foundation Career Centre, 1992.

National Occupational Classification. Ottawa, ON: Minister of Supply and Services Canada, 1993.

Nichols, Eva. *Co-operative Education Modules.* Toronto, ON: OISE Publishing-Guidance Centre. [series of modules]

Paulter, Albert J. *High School Employment Transition: Contemporary Issues.* Ann Arbor, MI: Jr. Ed. Prakken Publications, 1994.

Positive Works. Edmonton, AB: Alberta Advanced Education and Career Development, 1992.

Self-Directed Career Planning Guide. Edmonton, AB: Alberta Career Development and Employment, 1989. [set of five booklets]

Skills Are Your Passport. Edmonton, AB: Alberta Career Development and Employment, 1988.

Winder, Linda, Sonja Stih and Jim O'Connor. *Transitions: A Practical Guide to the Workplace.* Toronto, ON: Collier-Macmillan Canada, 1990.

Zeien, Kathleen and Beverly Anderson. *Bridges: Making the Transition from School to Work.* Portland, OR: J. Weston Walch, 1993.

CAREER EDUCATION PROFESSIONAL DEVELOPMENT PROGRAM

Alberta Education, through the Special Education Branch, has collaborated with the Canadian Guidance and Counselling Foundation along with the Alberta Teachers' Association to develop and sponsor a series of courses in career education for teachers and counsellors.

Started in 1994, a series of professional development initiatives became available to Alberta educators. This professional development initiative stems from the Creation and Mobilization of Counselling Resources for Youth project (CAMCRY).

Courses available include:

- Constructivist Career Counselling
  - Pathways: a program for learning-disabled students
  - CareerWorld: a gender equity program for boys and girls
  - Career Equity for Youth: an anti-racist program
  - Work Skills Simulation: a classroom simulation for high school students
  - Skills Plus: a program for at-risk youth
- Understanding and Using Labour Market Information
- Everyday Career Development: A Course for Alberta High School Educators

For more information about how to access these courses, contact:

Professional Development
Alberta Teachers' Association
11010 – 142 Street
Edmonton, Alberta
T5N 2R1
Telephone: 403–453–2411 [Edmonton]
403–265–2672 [Calgary]
1–800–232–7208
OR
1–800–332–1280

APPENDIX *A*

MODEL OF OFF-CAMPUS EDUCATION PROGRAMS

Each of the programs listed encourage partnerships between the school and its community and provide school/workplace learning opportunities. In these programs students can develop skills, knowledge and attitudes defined in the program of studies both on-campus and off-campus.

Program Parameters	PROGRAMS					
	Work Study (in all programs including CTS, core and other courses)	Work Experience 15-25-35		Integrated Occupational Program (IOP) (Occupational)	Registered Apprenticeship Program (RAP)	Certified Occupational Program (COP)★
		Regular	Cooperative Education/Youth Internship①			
Students affected	Grades 7-12	Grades 10-12	Grades 10-12	Grades 8-12	Grades 10-12	Grades 10-12
Credits available per course	3, 4, 5, 6 for each level of each CTS strand.② 3 or 5 for most other courses	3, 4, 5, 6, 7, 8, 9 or 10	8 or 10	Grade 10: 3 or 5 Grades 11-12: 10	5⑤	To be determined
Total credits available	Variable	30③	30③	30③	40	To be determined
Time off-campus④ (approx. %)	Variable	90%⑥	90%⑥	Variable	100%⑥	To be determined
Curriculum development	Alberta Education (for most courses). Some may be locally developed	Local development⑥	Local development⑥	Alberta Education	Business/industry through Advanced Education and Career Development (AE&CD)	Business/industry through AE&CD and Alberta Education (CTS where appropriate)
Policy/guidelines/ restrictions⑦			Subject to Federal funding guidelines		Governed by *Apprenticeship and Industry Training Act*	To be determined
Payment to students	Not required	Not required	Not required	Not required	Required as per trade agreements	To be determined
Sr. high students receive credits in:	Program Area; e.g., CTS strand, science, fine arts	Work Experience 15-25-35	Work Experience 15-25-35 or RAP	IOP 16-26-36 (Occupational)	RAP 15-25-35	CTS or locally developed courses

① Cooperative Education/Youth Internship are programs funded by the Federal Government to approved school jurisdictions.
② Combinations of courses/credits are available for each level of each strand.
③ A maximum of 30 credits in Work Experience is available. A maximum of 15 of these credits can be counted toward the High School Diploma requirements.
④ Percentages refer to time spent off-campus in programs indicated, not to student's overall program.
⑤ School-based components are addressed through CTS Career Transitions modules.
⑥ Students must be in the process of working toward an Alberta High School Diploma or a Certificate of Achievement.
⑦ All of these programs are subject to procedures specified in Alberta Education's Off-campus Education Policy.
★ In development.

APPENDIX B

PARTNERSHIPS IN EDUCATION

Skill and Educational Change:

Making It Happen in Your Community

A
How-To
Guide

Prepared by
The Alberta Chamber of Resources

April, 1994

Skill and Educational Change:

Making It Happen in Your Community

Introduction

This "how-to" checklist has been prepared to assist communities that wish to develop new initiatives to deal with the skill and educational issues facing their young people. It is directed to communities that are considering new initiatives as well as those wishing to build on existing initiatives.

Background

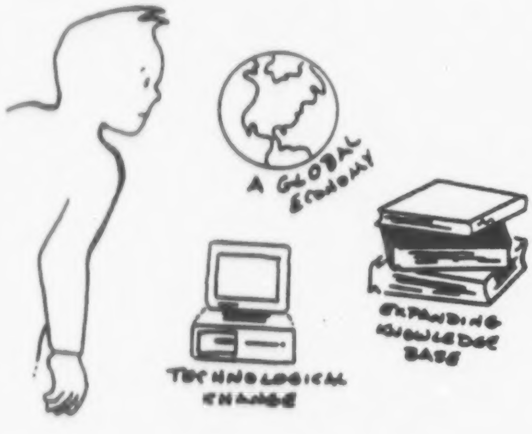
Our lives are affected daily by fundamental changes occurring in our economic, cultural and social fabric. Global competition, rapid technological change, and an expanding knowledge base are a reality that will continue to affect us all—perhaps to a degree that we have not yet experienced. Our ability to deal with these changes (taking advantage of opportunities and mitigating difficulties) depends ultimately on the education and skill development of our young people.

Meeting these challenges requires a commonality of purpose among and between business people, educators, students, parents, and others. Too often there is an absence of information, or there is poor information. Often there are enormous "cultural" differences in the background of educators, business people and others so that one group simply does not understand the other (as one person said: "We are not even playing in the same ballpark."). These differences must be effectively and efficiently bridged if we are to mobilize our resources and successfully prepare our young people for the challenges and opportunities that lie ahead of them.

The guidelines that follow are based on the success of the **Partnerships in Education** project (*a community mobilization project sponsored by Alberta Advanced Education and Career Development, the Alberta Chamber of Resources, Alberta Education, Alberta School Boards Association, the Alberta Teachers' Association, the Canadian Manufacturers' Association, College of Alberta School Superintendents, Construction Owners Association of Alberta*). This partnership was established to address important skill and educational issues in nine Alberta communities:

- Canmore
- County of Mountain View (Olds)
- Fort McMurray
- Grande Prairie
- Lethbridge
- Medicine Hat
- Rocky Mountain House/Caroline
- Slave Lake
- Wainwright.

Over a period of some 16 months, each community has realized significant accomplishments—accomplishments that can be built upon and replicated elsewhere.



Accomplishments: The Potential

- improved career information for students; improved decision making;
- more rigorous and meaningful work experience programs;
- high quality business–education partnerships;
- greater interest in non-university careers;
- more interest in trades/technologies; e.g., through Junior Achievement;
- graduates better prepared for the workplace;
- more students with strong employability skills (as defined by the Conference Board of Canada), namely academic skills, teamwork skills and personal management skills;
- a modified curriculum to better meet community needs;
- increased confidence and greater consensus among and between community stakeholders:
  - fostering cooperation and collaboration
  - avoiding overlap and duplication.

These are examples of the results that have been achieved in the nine participating communities. You can achieve similar results in your community.

COMMUNITY
SKILL-EDUCATION
TASK FORCE
• STRATEG
PLANN

Getting Started in Your Community

The key strategies are:

- identify specific skill and educational "causes" around which to focus;
- identify the key stakeholders in the community—the "champions of the cause". Champions have high levels of commitment to the cause and high levels of energy. They are capable of influencing and energizing others, and they are capable of mobilizing or bringing together diverse interests and resources. They are not easily deterred;
- allow sufficient time for consensus to build; first on identifying the problem; next on developing solutions; then on implementation;
- involve an experienced facilitator early in the process to bring the stakeholders together—recognizing that the process is a critical element for success. The facilitator must be an experienced professional, with excellent listening, processing and facilitator skills. He or she must be non-judgemental, non-threatening, and have a strong sense of empathy for all of the stakeholders.

Underlying these strategies is the philosophy or belief that issues are often best identified in the communities and the solutions are often best found there (as one participant noted: "The buck stops here—not in Edmonton, Calgary or Ottawa").

Figure 1: A Community Collaboration Model, provides an overview of the process.

Readers should note that there are variations of this model, which would be equally successful.

Figure 1:
A Community Collaboration Model

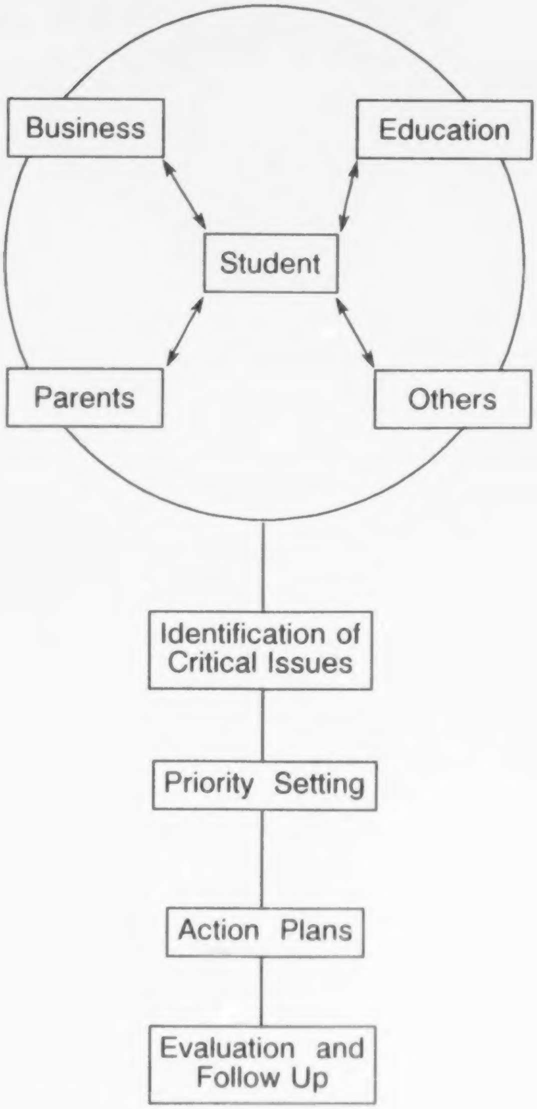
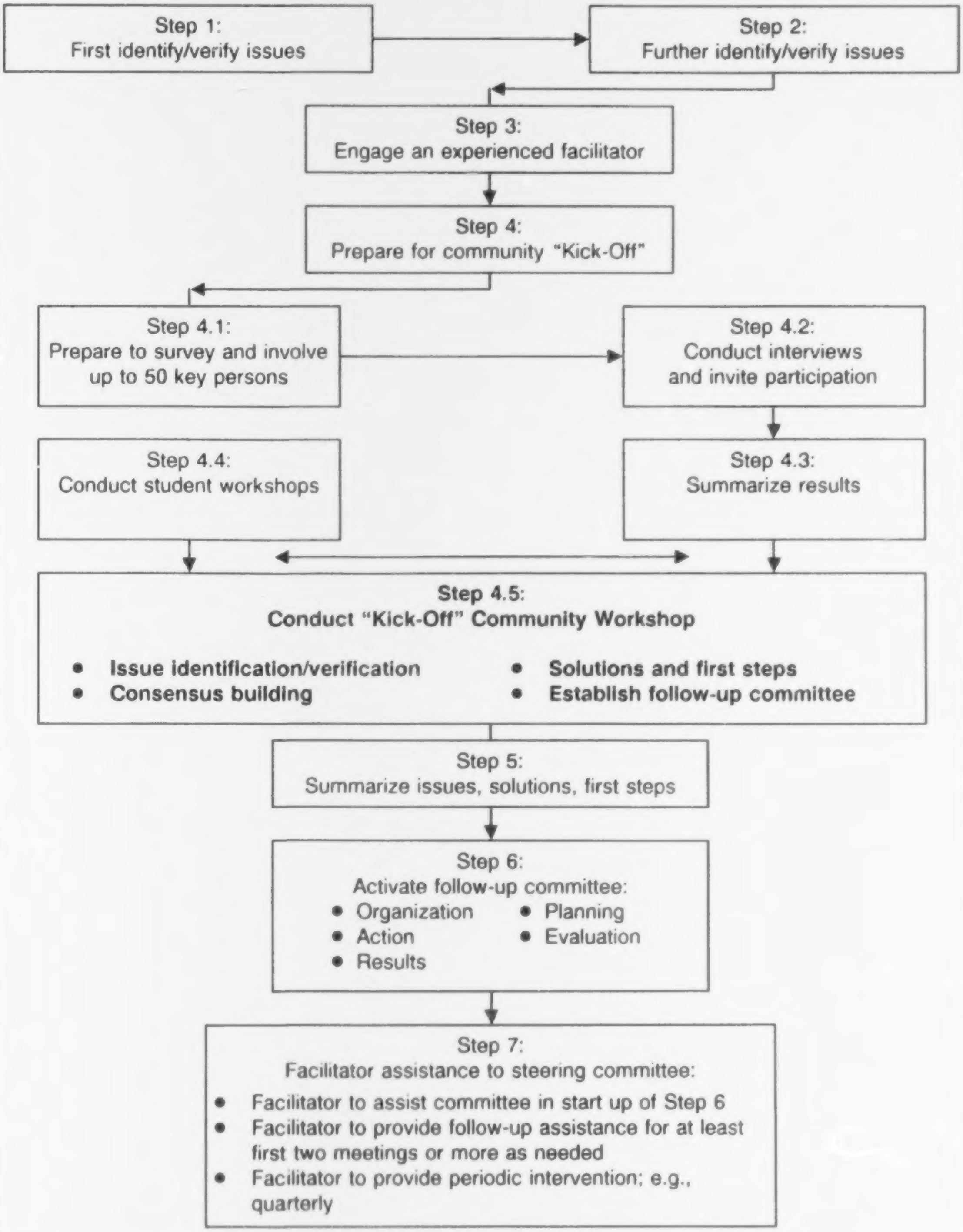


Figure 2:
Organizing for Success


Step 1:
First identify/verify issues
Step 2:
Further identify/verify issues
Step 3:
Engage an experienced facilitator
Step 4:
Prepare for community "Kick-Off"
Step 4.1:
Prepare to survey and involve up to 50 key persons
Step 4.2:
Conduct interviews and invite participation
Step 4.4:
Conduct student workshops
Step 4.3:
Summarize results
Step 4.5:
Conduct "Kick-Off" Community Workshop
• Issue identification/verification
• Consensus building
• Solutions and first steps
• Establish follow-up committee
Step 5:
Summarize issues, solutions, first steps
Step 6:
Activate follow-up committee:
• Organization
• Action
• Results
• Planning
• Evaluation
Step 7:
Facilitator assistance to steering committee:
• Facilitator to assist committee in start up of Step 6
• Facilitator to provide follow-up assistance for at least first two meetings or more as needed
• Facilitator to provide periodic intervention; e.g., quarterly

Specific Steps

Specific steps in community organization follow. The steps are illustrated in Figure 2.

Step 1 Undertake a preliminary identification of issues and of their importance. A group of four to six key stakeholders is suggested.

Timing: two or three meetings over a two- or three-week period. If there is sufficient interest, move to Step 2.

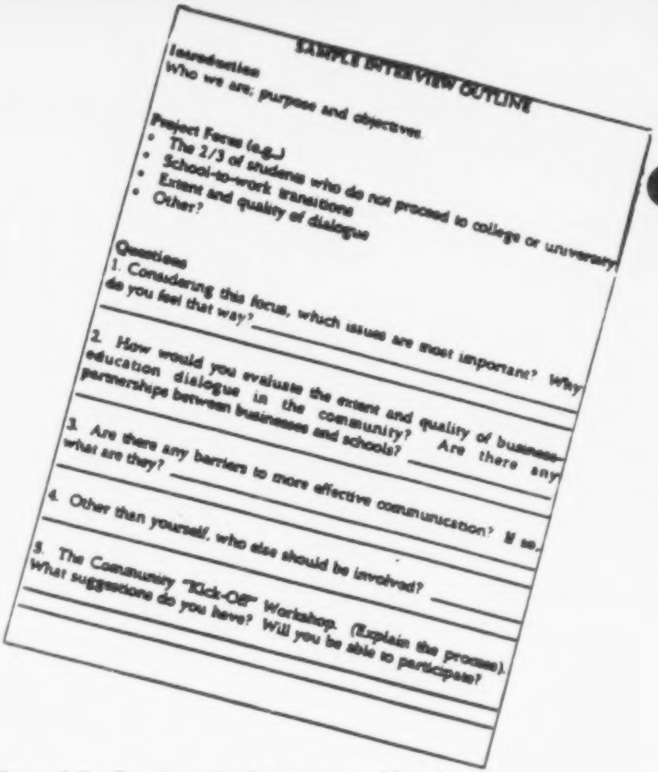
Step 2 Further identify/verify issues. Expand the core group to include a larger group of stakeholders; be sure to include key persons in business and in education. Again solicit views on issues and of their importance. Develop a preliminary sense of visions (e.g., "what I would really like to see is . . .").
Review any existing initiatives—they may provide a good starting point.

Timing: two or three meetings over a two- or three-week period.

Step 3 If you decide to proceed further, engage an experienced facilitator(s). The "process" is critical to success.

Step 4 Prepare for a community "kick-off"; a three-stage consensus building approach involving interviews, student workshops and a community workshop. The advice that follows is directed to the facilitator(s).

Step 4.1 Prepare to survey and involve others. Identify and contact a broader group of stakeholders and arrange for personal interviews. Initial contact could be on an individual basis or in small groups. Target up to 50 persons for interviews—an ideal size for the kick-off workshop. Develop a survey instrument for interviews. Probe to identify other key stakeholders ("Who else do you think should be involved in this project?").



SAMPLE INTERVIEW OUTLINE

Introduction
Who we are; purpose and objectives

Project Focus (e.g.)

- The 2/3 of students who do not proceed to college or university
- School-to-work transitions
- Extent and quality of dialogue
- Other?

Questions

1. Considering this focus, which issues are most important? Why do you feel that way? __________

2. How would you evaluate the extent and quality of business-education dialogue in the community? Are there any partnerships between businesses and schools? __________

3. Are there any barriers to more effective communication? If so, what are they? __________

4. Other than yourself, who else should be involved? __________

5. The Community "Kick-Off" Workshop. (Explain the process). What suggestions do you have? Will you be able to participate?

Step 4.2 Conduct the interviews. Use the interviews to identify/refine the issues, to introduce the community kick-off workshop and to extend an invitation to participate. Identify the degree of urgency and priorities of the community. Interviews with educators should also be used to discuss plans for student workshops (Step 4.4) and participation in the community workshop. Identify the need for additional information or research.

Step 4.3 Summarize the results of interviews and prepare for:

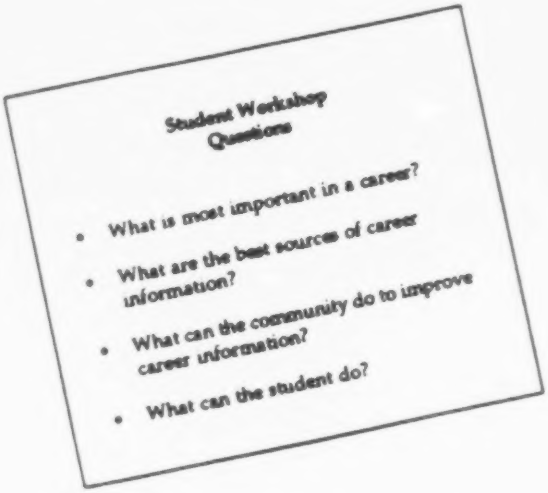
- the student workshops (Step 4.4)
- the community kick-off workshop (Step 4.5)

Allow sufficient lead time so that persons can conveniently schedule the workshop, and so that there is time for community discussion and for momentum to build.

Timing: A formal invitation, an agenda, and an information package should be sent to each participant three weeks prior to the community workshop.

Step 4.4 Conduct workshops with students in all school jurisdictions in the community. Student workshops might focus on career issues. An ideal workshop profile is 20 to 25 students, mostly Grades 10 through 12 (a few Grade 9s) and students with a variety of career aspirations. Ninety minutes is a good length of time for a student workshop. These workshops should be held before the kick-off workshop so that the community can benefit from student input. Approximately 10 of these students should be invited to the community kick-off workshop (assuming a total attendance of about 50).

Summarize results for presentation to the community workshop.



Student Workshop Questions

- What is most important in a career?
- What are the best sources of career information?
- What can the community do to improve career information?
- What can the student do?

Step 4.5 Conduct the community kick-off workshop. Major agenda items:

Morning:
- introduction (5 to 7 minute keynote introduction from key business person)
- findings from student workshops
- summary of issues that have been identified in interviews
- verification, redefinition of the issues
- working groups report on key issues
- facilitator summarizes issues from all tables reporting.

Afternoon:
- summary of issues presented and displayed
- working groups deal with solutions and first steps
- tables report on their findings
- establishment of a follow-up committee (one business person and one educator from each table). Add students as appropriate.

After adjournment:
- follow-up committee meets after workshop to select a temporary executive and organize the first meeting.

An Ideal Workshop Profile:
- 45 to 55 persons including ten students
- target participants about half business persons, half educators
- full day; lunch on site
- organize in tables of six or seven persons (no random seating—three business persons, three educators, one student at each table)
- flip charts at each table.

Step 5 Issues, solutions and first steps are edited for clarity, typed and returned to the follow-up committee for their action.

Step 6 Follow-up Committee:
- temporary executive prepares the agenda and calls the first meeting of the full committee
- decide how best to include students.

Note: many variations of this model are possible, depending on the circumstance in an individual community. For example:

- expanding the workshop concept to a larger portion of the community might involve more workshops and a different structure;
- differences in priorities may result in a different approach;
- there may be significant research or information needed before decisions can be made.

An experienced facilitator will be alert for these and other needs, and provide "insurance against false starts".

Guidelines for Success

The following guidelines for success have been prepared to assist communities in following up on the issues and solutions identified in the "kick-off" workshop.

- Identify the key stakeholders in the community—the "champions of the cause";
- Identify strong leaders; take time to find such persons to serve as an executive. One approach is to appoint an interim executive for a three-month period and then old formal elections for office;
- Create a sense of urgency or "passion" around the issues;
- Encourage community self-reliance, recognizing that issues are often best identified in the communities and the solutions are often best found there;
- Allow sufficient time for consensus to build first on identifying the problem; next on developing solutions; then on implementation;
- Involve the business community in the process. While other stakeholders will have a keen interest in the process and should be involved, the business–education perspective and balance should be fostered.
- The follow-up committee should be non-partisan.

Advise to Follow-up Committees

- Committees of 20 or more persons will benefit from having a smaller "executive committee" that can meet as frequently as required in setting agenda for meetings of the larger group. Subcommittees may be the most effective way of addressing specific subjects;
- Keep everyone informed on what is happening (not just the follow-up committee); consider involving the media;
- Be sure to keep students involved; listen to their ideas;
- Set meaningful goals and objectives and action plans—with timelines such as the next six weeks, the next three months, the next six months, the coming year;
- Don't take on too much to start with. First, identify tasks that can be solved locally; it's better to start on modest objectives to build an early record of success and credibility;
- Be action oriented: create a sense of momentum; do it now. An aggressive schedule is important in maintaining momentum and success;
- In due course, establish a more formal charter with a mission statement, goals and objectives;
- Beware of stereotyping of issues and solutions; check the assumptions that were made in the workshop—some will need verification;
- Be sure to establish measurement criteria for the actions (see page 71, Measuring Success): establish an "automatic" review process; e.g., every three months;
- Check to identify other individuals or groups in the community that should be included;

- Establish "sunset" clauses for the committee and for any subcommittee. This will help create a sense of urgency, will help maintain volunteer energy levels (knowing that a task or a committee has a limited time frame), and it will help avoid the establishment of a bureaucracy;

- Establish a process to determine priorities of the issues identified;

- Consider how best to involve nearby communities (schools and businesses);

- While there are items that can be addressed immediately, and for which there can be fairly immediate results, a number of the issues are long-term and there will be no "quick fixes". Issues that involve attitudes, or deeply felt beliefs, for example, take a long time to change or to bridge.

Causes of Failure

The following are the principal causes of failure of community initiatives:

- loss of "champions"
- loss of urgency
- not invented here
- loss of, lack of high-level support
- weak leadership
- few results
- poor organization, poorly thought-out game plan, game plan not well known
- inadequate appreciation of the importance of process
- lack of vision
- expectations of a quick fix
- no long-term commitment.

Measuring Success

Community organizations should be as specific as possible in establishing goals and measures of success. The following are examples:

- **Business–Education Partnerships**
  - an increase in the number of formal partnerships

  Target: ___________ new partnerships by (date)
  Introduction of _________ new potential partners by (date)

- **Improvements in the quality of partnerships**
  - measurement factors
  - awareness of the quality issue

  Target: Develop an evaluation process by (date)

- **Increase in quantity and quality of work experience/job shadowing programs**

  Target: _______% of Grade 10, Grade 11 and Grade 12 students to have participated in meaningful work experience programs by (date)

  Target: Development and adoption of a more rigorous model by (date)

- **Lower school drop out rates**
  Target: Reduction of the drop out rate from _________ to _________ by (date)

- **More students involved in the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS)**

  Target: ___________ students enrolled in RAP by (date)
  Target: ___________ CTS students enrolled in related work experience
  Target: _________ students take a higher average number of credits in CTS by (date)

- **Evidence of community mobilization/ community interest**
  - special committees
  - special initiatives.

- **Evidence of community interest in long-term follow-up**

- **Coordinating mechanisms to avoid overlap and duplication, and to ensure effective use of resources**
  (e.g.; Business–Education Councils)

- **Evidence of community cohesion around mutual issues** (e.g., quality of education, curriculum flexibility, discipline, school-to-work transitions)

- Evidence of other communities wanting to get involved in the process
- Graduates better prepared for the workplace
- Community definition of skills.

Timing Checklist for Community Follow-Up Committees

Within the First Three Months . . .

Within the first four weeks of committee formation:

- appoint/elect a temporary "executive committee" including a co-chairman
- executive committee should meet at least once to schedule and prepare an agenda for the first meeting of the full committee
- schedule the first meeting of the full committee
- circulate proper minutes of meetings.

Within the first three months:

- check to see if there are other community leaders or organizations that should be involved either because of their leadership and action-oriented abilities, or because of who they represent
- try and keep the 50–50 balance between business persons and educators
- conduct at least two meetings of the full committee; schedule these well in advance in order to permit as many persons as possible to attend
- the first meeting of the committee should: 1) review/confirm the organizational structure (perhaps an initial structure); 2) establish initial priorities; 3) establish a work plan to deal with the early tasks (possibly a subcommittee)
- specific targets and measures of success should be established for the early tasks (quantify wherever possible)
- decide how to communicate with the community as a whole
- "action" on a number of fronts should be occurring
- review the comment of the temporary executive
- consider more formal elections.

Within the Second Three Months . . .

- review progress; there should be demonstrated progress/success in dealing with identified tasks
- review process issues (input, communication, decision making, efficiency, paperwork)
- committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- prepare a revised plan for the next three-month period; for the next six-month period
- establish new measures of success.

At the End of Nine Months . . .

- review progress; there should be demonstrated progress/success in dealing with identified tasks
- review process issues (input, communication, decision making, efficiency, paperwork)
- committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- prepare a revised plan for the next three-month period; for the next six-month period
- establish new measures of success.

In Twelve Months Time . . .

- conduct a major review of 1) accomplishments and "where we have been"; 2) "lessons from the past year"; 3) review progress; there should be demonstrated progress/success in dealing with the identified tasks; 4) review process issues (input, communication, decision making, efficiency, paperwork); 5) committee members should review their personal commitments and either renew them for a remaining period or consciously withdraw or reduce their commitment
- review the process of communicating to the community as a whole
- begin the process of rotating committee members (keeping some continuity, but introducing "new blood")
- develop longer-term action plans for the next three months, the next six months, and the next twelve months
- plan to develop a full "charter" and mission statement within the next six to twelve months.

For More Information or Consulting/Facilitating Services, Contact . . .

The Alberta Chamber of Resources
1410 Oxford Tower
10235 – 101 Street
Edmonton, AB
T5J 3G1

Telephone: (403) 420–1030
Fax: (403) 425–4623

APPENDIX C

Alberta Federation of Labour

Policy Statement

Work Experience

Work Experience Programs are authorized programs implemented in various school systems throughout the province, where students are temporarily placed in real job situations in order to become familiar with the working world. The programs are intended to supplement the students' learning activities in school and they constitute credit courses. Thousands of students in all the major centres are currently participating in these programs.

The principles behind work experience are sound:

- all learning does not take place in the confines of the classroom;
- learning placed in the context of actual experience becomes more relevant and therefore effective;
- students are given an opportunity to assess perceived ambitions based on the reality of actual work experience;
- students will ultimately be more employable as a result of their experience.

Despite these obvious benefits, labour has viewed the programs with some amount of skepticism. The reasons are many and varied and this statement would not be complete without addressing some of our concerns. The following list, though not exhaustive, represents some:

(a) We fear the possibility of exploitation of children as a source of cheap labour. The labour movement cannot condone even the remote possibility of child labour—a practice which we fought long and successfully against.

(b) A similar fear exists in relation to the first. There exists a possibility of work experience programs resulting in a loss of jobs for adult workers. This particular issue takes on a special significance during adverse economic conditions and for some specialized areas of the work force.

(c) Labour is concerned about the legal responsibilities of school boards and employers. Are they such that they protect the student: e.g., workers' compensation, accident and life insurance, etc.

(d) We are concerned about the nature of the training. In other words, are students actually being given useful training or are they being placed in jobs reflecting administrative needs rather than those of the students.

(e) Another concern of labour revolves around the subject of payment of students on work experience. By not paying them do we encourage the use of students for the purpose of production and corporate profit? On the other hand, payment for work designed as an enriching, learning experience, as a part of a credit course, is a questionable practice.

(f) Whether the programs articulate with currently existing internal apprenticeship programs is yet another concern.

These concerns are all legitimate yet are largely a result of lack of information on the part of the labour movement. The programs have been developed and implemented without the participation of organized labour in this province. We will not have that necessary participation until we agree to a policy, stating guidelines under which we are prepared to work with the school boards.

The policy, therefore, must be one of conditional support as outlined in the recommendations to follow.

The Alberta Federation of Labour endorses work experience in our schools on the principles outlined earlier in this paper. In order to ensure that the programs meet these objectives, we recommend that organized labour cooperate on the following conditions:

1. A clear distinction between work experience as an enrichment element of an education program as opposed to students participating in the work force under the age of 16 must be maintained. Work experience should never give employers an opportunity to exploit our children. The programs we endorse are those authorized by the school systems which permit supervised periodic absenteeism as part of a course of study, the objective of which is to supply additional learning opportunities within a given subject.

2. School boards should establish work experience committees composed of representatives of labour, management and education to advise work experience coordinators.

3. Work experience programs should never be implemented or maintained in situations where employees are currently laid off.

4. Any work experience program must make as its prime objective, the matching of student skills needed to the placement of the student. The particular work experience should be seen as an integral part of a credit.

5. Programs should be instituted only where working conditions conform to provincial safety requirements. Safety equipment should be provided to the student by the employer or the school board.

6. Boards of education should ensure that students will be covered by Workers' Compensation. In addition, they should carry extra insurance to cover the student in the event of accident or death.

7. Work experience coordinators must closely monitor the placement of students to ensure that students work under direct and constant supervision of a permanent employee.

8. All programs must be constantly monitored for validity (as in #1 and #4) and working conditions. In conjunction with this, a sub-committee of the education committee should be struck to act as a coordinating body. This committee should communicate with school boards, affiliates and the education committee in order to ascertain views of current programs, plans and problems.

9. School boards should ensure adequate monitoring of students and programs by hiring full-time and part-time coordinators.

10. In normal working situations, job-oriented activities include the total complex actions in which the employee is involved during the working day. For example, in many plants, arrangements are made through collective bargaining for trade union activity. Similarly, work experience must make provision for the familiarization of the student with trade union activities as an integral part of working life.

11. In the case of programs lasting longer than two weeks, or those falling into the category of work study or co-operative education programs, the students may be exempt from the terms of the collective agreement, but must be subject to the terms of a memorandum of agreement in accordance with this statement and must include a statement of the terms of student reimbursement acceptable to the union, the employer and the school board. In the case of the shorter, less intensive work experience, these stipulations need not be met.

12. These guidelines should be circulated to all labour councils and affiliates.

APPENDIX *D*

OFF-CAMPUS EDUCATION POLICY AND PROCEDURES SAMPLE

1.0 POLICY

1.1 The Board of Education of Anytown School Division supports the provision of off-campus education opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

1.2 All sections of this policy shall be in accordance with Alberta Education policies including policy 1.6.3 Off-campus Education.

2.0 DEFINITIONS AND REQUIREMENTS

2.1 In this policy the following terms shall mean:

2.1.1 "off-campus education" includes work study, work experience programs, registered apprenticeship programs and co-operative education/youth internship programs.

2.1.2 "work study" means off-campus experiential learning integrated with courses undertaken by a junior or senior high school student:
- (a) as an integral part of the curriculum of a provincially approved school course or program; e.g., Word Processing 30, IOP, etc.;
- (b) which is under the cooperative supervision of a teacher–coordinator and the employer;
- (c) where no additional credit is given; and
- (d) community partnerships (off-campus) activities are engaged in by students.

2.1.3 "work experience" means off-campus experiential learning undertaken by a senior high school student:
- (a) as an integral part of a planned school program;
- (b) which is under the cooperative supervision of a teacher–coordinator and the employer; and
- (c) which constitutes a separate course based on 25 hours per credit.

2.1.4 "registered apprenticeship program" means experiential learning undertaken by a senior high school student:
- (a) as an integral part of a planned school program;
- (b) which is under the cooperative supervision of a teacher–coordinator and the employer;
- (c) where a student is a registered apprentice;
- (d) where the program meets the acts and requirements of Alberta Advanced Education and Career Development relating to apprenticeship training; and
- (e) which constitutes a separate course based on 25 hours per credit.

2.1.5 "cooperative education/youth internship" means off-campus experiential learning undertaken by a senior high school student:
- (a) as approved under policies established by the Federal Government and Alberta Education;
- (b) as an integral part of a planned school program;
- (c) which integrates off-campus experience with in-school instruction;
- (d) which is under the cooperative supervision of a teacher–coordinator and the employer; and
- (e) which constitutes a separate course based on 25 hours per credit.

2.2 The work experience program consists of three courses: Work Experience 15, 25 and 35. There are no prerequisites for these courses. Students may obtain from three to ten high school credits in each of these three work experience courses providing they have successfully completed a minimum of 25 hours for each credit.

2.3 Work study is noncredit with flexibility in the number of hours and in the number of times a student may register in the program.

2.4 Students shall comply with the age requirements under the *Employment Standards Code*, S.A., 1988, Chapter E. 10.2 in order to participate in work experience education.

2.5 Off-campus education shall be carried out under the supervision and guidance of a professional staff member.

2.6 Off-campus education shall be evaluated by the supervising teacher–coordinator. The means of evaluation shall be conveyed to the student and the employer, as approved by the principal.

2.7 The off-campus education teacher–coordinator shall specify learner expectations, except for the Registered Apprenticeship Program, for each student in consultation with the student and the employer.

2.8 Off-campus education shall include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills and attitudes that students must acquire in order to enter, adjust and advance in a career.
- 2.8.1 Selected Career Transitions modules from the Career and Technology Studies program are components of Work Experience 15, 25, 35 as follows:
  - (a) CTR101: Job Preparation is a required component of the first work experience course taken by a student;
  - (b) CTR201: Job Maintenance is a suggested component of the second work experience course taken by a student;
  - (c) CTR301: Preparing for Change is a suggested component of the third work experience course taken by a student.

2.9 The off-campus education teacher–coordinator shall determine that a work site/station is acceptable. An approved work station or work site must meet the following criteria:
- 2.9.1 A trade, occupation or profession will be represented.
- 2.9.2 A supervising person who is qualified in the trade or occupation will give direction to and supervise the student.
- 2.9.3 The supervising person will have time to supervise and give direction to the student.
- 2.9.4 The work site/station will be acceptable in the terms of *Employment Standards Code*, Canada Department of Labour Legislation, *Occupational Health and Safety Act*, Workplace Hazardous Materials Information System, local standards and other legislated requirements.
- 2.9.5 The off-campus learning opportunity is acceptable to the school principal and to the parents of the student in terms of its educational content.

2.10 For students registering in a program that includes off-campus education, the school shall have:
- 2.10.1 The work sties/stations approved by the superintendent or board-approved designee. Copies of the "Application for Approval of Work Sites/Stations" are available from Central Office.
- 2.10.2 The "Agreement for Off-campus Education Program" in place with signed approval of parent/guardian, employer and participating student. Copies of the "Agreement for Off-campus Education Program" are available from Central Office.
- 2.10.3 The student shall purchase school insurance.

2.11 The superintendent of schools or designee shall make an annual evaluation of the program that shall be in the form of a written report to the school board.

2.12 The Off-campus Education Policy shall be made available to students, parents and other stakeholder groups.

2.13 The Off-campus Education Program shall be monitored every five years in keeping with Alberta Education's monitoring expectations.

3.0 PROCEDURES

3.1 The annual "Application for Approval of Work Sites/Stations" shall be completed by the school, preferably in the spring for the following school year. This form shall be approved and signed by the superintendent of schools or designee.

3.2 The "Agreement for Off-campus Education Program" shall be signed by the employer, the student worker, the parent/guardian and the teacher–coordinator.

3.3 The annual "Application for Approval of Work Sites/Stations" and the "Agreement for Off-campus Education Program" signed by all parties as named in Procedures 3.2 shall be on file at the school before students are placed in work sites/stations. A copy with the original signatures shall be kept at the school. Protection under the *Workers' Compensation Act* and the board's liability is not in effect, nor are employers exempt from paying the minimum wage, until the "Application for Approval of Work Sties/Stations" is approved.

3.4 The superintendent of schools or designee shall receive the following information before the implementation of the school's Off-campus Education Program:
  3.4.1 A copy of the annual "Application for Approval of Work Sites/Stations".
  3.4.2 A list of all students participating in the program and their program placements.

3.5 In the case of a student working after 6:00 p.m. and/or on weekends, the teacher–coordinator shall make available to students and employers a telephone number where someone responsible for the program can be reached.

3.6 Students who are 12 and 13 years of age may participate in an approved Work Study Program in the following general areas:
  3.6.1 Office and clerical work (delivery, filing, duplicating, telephone, receptionist, messenger).
  3.6.2 Cashiering and selling.
  3.6.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays.
  3.6.4 Bagging and delivery of merchandise.
  3.6.5 Librarian's helper.

3.7 The working hours for senior high school work experience students are restricted to 7:00 a.m. to 10:00 p.m. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation Board coverage by Alberta Education applies only during these hours.

3.8 A supervising teacher shall contact the work site/station once a month over the period of the off-campus placement. The principal and the supervising teacher–coordinator shall ensure that adequate supervision is provided for students in Work Study sites/stations.

3.9 An annual evaluation report shall be prepared by the school. This report shall be submitted to the superintendent of schools or designee by June 30 and shall include:

3.9.1 Enrollment figures for off-campus education including work experience courses, work study programs, Registered Apprenticeship Program.
3.9.2 Problems encountered and methods used to deal with them.
3.9.3 Innovations to the program.
3.9.4 Feedback received from business.

3.10 An annual report combining the information from each school's annual evaluation of the Off-campus Education program shall be prepared by the superintendent of schools or designee and provided to the school board.

3.11 The Off-campus Education Policy shall be kept current and systematically reviewed under the direction of the superintendent of schools or designee, based on consultation with any one or more of: the board, high school principals, the teacher/board advisory committee, teachers, students, parents or other stakeholders.
3.11.1 The superintendent of schools or designee shall initiate the review process.
3.11.2 The review process shall be undertaken every three years or sooner if the need arises.
3.11.3 The superintendent of schools or designee shall establish a timeline for completion of the revisions.

3.12 In the case of a Workers' Compensation Board (WCB) claim, the off-campus education teacher-coordinator shall submit the necessary forms to the superintendent of schools or designee. The superintendent or designee will insert the Alberta Education Account Code, 345912/6, then submit the forms to WCB with the forms plus a copy of the approved "Approval of Work Sites/Stations" to Policy Unit, Curriculum Standards Branch, Alberta Education for processing and filing with the Workers' Compensation Board.

APPENDIX E

STUDENT APPLICATION

PERSONAL DATA (Please Print)

Last Name:	**First Name:**	
Address:		**Postal Code:**
		Telephone:

OFF-CAMPUS EDUCATION PROGRAM

Please indicate three work site choices that you would prefer.

1. ____________________________
2. ____________________________
3. ____________________________

Do you have a specific place in mind? ____________________

If accepted into the program, what method of transportation will you use to get to your place of employment?

Car ☐ Public Transportation ☐ Other ☐

EMPLOYMENT RECORD

Employer	Type of Work	Duration From	Duration To
1.			
2.			
3.			

Do you presently have a part-time job?	Are you willing to re-arrange part-time job hours to accommodate off-campus education commitments?
Yes ☐ No ☐	Yes ☐ No ☐

OVER >

RELEVANT COURSES

Please list any courses you have taken that may be relevant to your work site choice.

__________ __________ __________

EXTRACURRICULAR ACTIVITIES

List any extracurricular activities, volunteer work or outside organizations you are/were involved with.

Dates		Organization	Type of Involvement
From	To		

List special skills, courses, certificates, hobbies, interests, etc.:

____

____

FUTURE PLANS

Please check off what your current plan is for after high school.

Work ☐ University ☐ Community College ☐ Apprenticeship ☐

Please describe your long-range career plans.

____

____

RATIONALE

Briefly explain why you are interested in the Off-campus Education program.

____

____

____
Student Signature

__________ __________
Parent(s) Signature Date

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

OFF-CAMPUS EDUCATION PROGRAM

TO BE COMPLETED BY THE STUDENT:

Fill in the information required below and give to a teacher with whom you have had considerable contact within the last year.

Student Name: ______________________________

Grade: ____________________ Date: ____________________

Return This Reference To: ____________________

By: ____________________

The above named student has applied for admission into the Off-campus Education program. Since Off-campus Education has an extensive out-of-school component this student will represent the school in the community. Many factors other than grades must be considered in order to select deserving, sincere, capable students who can benefit from the program. Having previously taught this student, you are in a position to help make a wise decision in this case. Please be candid.

. . . over

Please rate the student on the following qualities.

Abilities/Qualities	Very Good	Good	Average	Below Average
Dependability: Prompt, sincere, consistent, able to work without supervision, truthful, follows instructions.				
Leadership: Aggressive, imaginative, resourceful, able to inspire others to act, uses good judgement.				
Industriousness: Makes wise use of time.				
Mental Alertness: Attentive, interested, observant, eager to learn.				
Thoroughness: Accurate, careful, able to concentrate, completes work.				
Personal Appearance and Grooming: Clean, neat, orderly, poised, appropriate.				
Ability to Get Along with Others: Friendly, cooperative, willing to be counselled, respectful of others, has sense of humour.				
Social Habits: Positive, self-controlled, honest, not inclined to argue, complain or make excuses.				
Employability: Can this student favourably represent the school on the job? If you were an employer, would you want this student working for you?				

How do you feel overall regarding this student's entry into Off-campus Education?

☐ Is an excellent candidate.
☐ Would benefit from this program.
☐ Would mature with supervision.
☐ Consider at a later date.

Coordinator

Teacher

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

INTERVIEW QUESTIONS

Some sample questions.

COMMITMENT TO PROGRAM

- Why do you want to enroll in this program?
- Describe your academic performance at school.
- Do you work to your potential at school? Explain.
- Are you willing to strive to meet all expectations of the program?

PUNCTUALITY AND ATTENDANCE

- What is a justifiable reason for missing work?
- Can you meet deadlines regularly?
- Are you punctual for classes and other functions?

ATTITUDE, PROBLEM SOLVING

- You will not be paid for your work. What will be your incentive to do a good job and give it your best effort?
- Do you enjoy working as a part of a team or by yourself?
- How have you demonstrated responsibility at home/school/with your peers?
- How have you dealt with situations which appear to be uninteresting?
- What do you do when you lose interest in something you have started?
- If you are accepted into the program, you will be expected to work the regular morning or afternoon hours of the employer. This may mean working from 8:00 a.m. to 12 noon or from 1:00 p.m. to 5:00 p.m. Are you willing to give up extracurricular activities and possibly modify the hours of any part-time job?

CAREER/PLACEMENT

- What particular work placement are you interested in? Be specific. Second choice?
- What are your future career plans?
- Have you researched the requirements for your career choice? What resources are available to you?
- Will you be able to meet the educational requirements for the career you have chosen?
- What is your perception of the placement you have chosen? What do you see yourself doing and learning in this situation?
- Why do you think you will be successful at this kind of work?

APPENDIX *F*

PARENTAL INFORMATION/CONSENT LETTER SAMPLE 1

Dear Parent/Guardian:

Your son/daughter has been accepted into the ____ program. ________________________________ is a form of work experience education that integrates classroom studies with a placement at an off-campus work site. Students enrolled in ______________________ must complete 25 hours of job preparation classes and a minimum of ____ hours at an off-campus placement.

Our school district has a track record of placing students in excellent work sites that provides them with the opportunity to:

- explore potential career choices
- gain practical experience in a realistic work setting
- ease the transition from school to work or post-secondary education
- obtain references and contacts necessary to securing future employment.

In order for your child to participate in ____________________________, your signature is required on a *work agreement*. It is important that you, as a parent or guardian, understand that the unique out-of-school aspect of this program necessitates a real commitment by the student. Teachers within our district put in a great deal of time and effort to locate the job sites and arrange for students to have this opportunity. You have an important role in helping your child decide if they are ready to commit to the program. Once the decision is made, you can continue to play an important role by encouraging your child to have a positive attitude toward work and to report to the job site as scheduled.

In this program, students will:

- be monitored at the work site by a teacher–coordinator on a regular basis
- not generally be paid for training site hours
- be covered by Workers' Compensation
- be granted credits upon successful completion of the program
- be provided training and work assignments by a specified supervisor
- be required to telephone the employer and the school, if absent from work
- not be required to work on school holidays or examination days, but may work on such days, if an agreement is made by the student, teacher–coordinator and the employer supervisor.

If you have additional questions or concerns, please contact the teacher–coordinator.

(Please tear off the bottom portion of this letter and have your child return it to the teacher–coordinator.)

- -

I have read the above form and hereby grant permission for ______________________________
(Please print child's name)

to participate in all aspects of the Off-campus Education program.

______________________ ______________________________
DATE SIGNATURE

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

PARENTAL INFORMATION/CONSENT LETTER SAMPLE 2

Dear Parent/Guardian:

As you are aware your child has chosen to participate in _______________ this semester. The intention of this letter is to let you know about the unique conditions and circumstances of the Off-campus Education Program.

Career education is important and there will be some exposure to various career planning activities at all three grade levels. ____________________ is the most advanced level of career planning and job search skills offered. The objective is to help students research and identify their **educational** and **occupational** goals.

The following are some of the course objectives:

- to explore career opportunities at their source for career planning decisions
- to acquire credible experience and references for applying to post-secondary institutions, which have program quotas or demanding acceptance requirements
- to practise acquired knowledge of job search techniques, such as application forms, résumés, reference letters, and job interview situations
- to acquire credible experience to enter employment after graduation
- to increase the number of hours recognized by the Apprenticeship Branch, Alberta Advanced Education and Career Development, if registering in a trade
- to achieve 3 or more school credits, 5 of which could be recognized as a 30-level subject toward an Alberta High School Diploma.

The course is comprised of two separate components in which time and credits are flexible to adapt to individual student needs.

The classroom component is intense and generally requires 4–5 weeks to complete. The "CAREER TRANSITIONS" classroom material will focus on:

- Career Planning
  - self-assessment
  - labour market trends
  - occupational classification systems
  - post-secondary education and training
  - immediate, short- and long-term goal setting

- Labour Market Research
  - labour market information gathering
  - occupation research interviewing
  - employer expectations
  - labour regulations and legislation; e.g., *Employment Standards Code*, and *Occupational Health and Safety Act*

- Job Search Skills
  - job search techniques
  - applications, letters of application
  - résumé development
  - interviewing skills and practices.

The career planning unit builds upon skills and activities completed in CALM 20 and focuses on values, personal goals, skills and interests.

Labour market research will consist of interviewing employers/employees representing the occupation(s) being explored.

Job search skills will be focused on **specific** employer needs. The résumé, applications, cover letter and interview skills will be developed and targetted toward the specific occupation as identified and chosen. There will be an opportunity to experience formal hiring procedures at the onset of the work site experience.

The job placement component takes place only after all the classroom activities are completed.

The existence of the Off-campus Education Program and the student's success in it depends greatly upon personal accountability. Employers are willing to provide training and exposure to personal work environment only when assured that the student is genuinely interested in the occupation and attempting to meet employer expectations. The student must provide prior notification of any absence as would be expected by any regular employee, otherwise the placement will be terminated. No warning will be issued and any hours accumulated will not be carried forward to another placement.

________________________ is basically volunteer work, although some employers cover transportation or incidental costs incurred by the student. Identifying, setting and achieving objectives are the rewards for completing the program.

Enclosed is a parental consent form, and a program contract.

As a parent, please sign the consent and the work agreement forms, unless you have questions or concerns. I can be contacted at the school should you require any further information.

The Off-campus Education Program has received much recognition for its successes and career planning focus. I hope this program can be a meaningful experience that meets your child's objectives.

Sincerely,

Dale Gullekson
Teacher–Coordinator

DAG:bw
Encl: (2)

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14 (formerly County of Strathcona No. 20).

PARENTAL CONSENT FORM

Parent's Name: ____________________ Telephone: ___________(Residence)

Address: __________________________ Telephone: ____________(Business)

Student's Name: ___________________ School: _________________________

I hereby consent to the above named student being placed in a registered work station for the purpose of work experience.

I understand that:

- the school or the Board shall not be held liable or responsible for the student's transportation to and from the work station
- there may be no remuneration
- work and examinations missed in other classes must be completed
- the student will be expected to:
  - be prompt and regular in attendance at work
  - conform to company rules and regulations
  - accept direction and assessments from authorized supervising personnel
- students may be withdrawn from a station at the request of the employer, by notice to the school teacher–coordinator.

Signature: _________________________ Date: ___________________________

PROGRAM AGREEMENT FORM

A. Name of Student: ____________________ Date: ________________, 19____
(herein called the "Student")

Address: ____________________ School Name: ____________________

____________________ Age: ____ School Coordinator: ____________________

Telephone No.: ____________________

Telephone No.: ____________________ Course No.: ____________________

Hours Required: ____________________

B. Name of Employer:
(herein called the "Employer")

Name of Supervising Officer: ____________________

Company Address: ____________________ Telephone No.: ____________________

C. ______________________________ (herein called the "Board")

WHEREAS:

1. The Board has approved ____________________ Program for pupils in it's schools to section 37 of the *School Act*.

2. The Employer and the Student have agreed to participate in the said ____________________ Program on the terms and conditions herein set forth.

WITNESSETH:

1. PERIOD OF AGREEMENT:
The Student shall, from ________________, 19___ to ________________, 19___, faithfully, honestly and diligently serve the Employer as ________________ (Job Title) and devote his or her whole time and attention to such employment hereunder prescribed.

2. HOURS OF WORK:
The hours of ________________ Program Employment shall be ________________ to ________________ daily during the term of this agreement. Student's hours of work shall be confirrned within the period 7:00 a.m. to 10:00 p.m.

3. TERMINATION:
Notwithstanding anything contained to the contrary, any party hereto may terminate this agreement with prior notice to all parties concerned.

4. REMUNERATION:
Students in the ____________________ Program are exempt from the *Minimum Wage Act*. Each Employer shall use his or her own discretion as to remuneration for ________________ Program Students.

Note: This section does not apply to students enrolled in the Registered Apprenticeship Program.

5. SUPERVISION:
During the hours of employment herein set forth, the Student shall be under the direct supervision and control of the Employer; provided, however, the employer shall at all times permit the Board or its representatives access to the employment site and the Student.

6. DUTIES:
The Student worker agrees to perform for the Employer the duties included in the job description as determined by the Employer and agreed to by the Board or its representatives.

7. PROGRAM EVALUATION:
The Employer shall at the request of the Board or its representatives, evaluate the Student in the performance of his duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.

8. FULL-TIME EMPLOYEE TENURE:
The Employer agrees that the employment of the Student hereunder shall in no way affect the job security of any other full-time Employee of the Employer nor the Employer's hiring practice with regard to full-time employees.

9. INDEMNIFICATION:
In consideration of the Board having arranged for the ______________________ Program hereinbefore described, at the request of the undersigned Parent or Guardian, and by employment with the undersigned Employer, both the said Parent or Guardian and the Employer agree to well and sufficiently indemnify and save harmless the Board of any of all demands, actions, proceedings, liability, claims, damages, together with the costs and expenses thereof, that may hereafter at any time be made or brought by or on behalf of the aforesaid Student of any injury, loss, damage, expense and costs sustained or alleged to have been sustained by the said Student howsoever arising from the aforesaid ____________________ program provided.

10. INSURANCE:
The Board maintains insurance with respect to its liability and that of the Student Workers under this program. The Employer has the right to inspect the policy of insurance from time to time in effect.

____
EMPLOYER

____
STUDENT

____
PROGRAM SUPERVISOR

____
CONSENT OF PARENT OR GUARDIAN OF
FOR STUDENT PARTICIPATION

NOTE: 1. By Order in Council 2105–70 the Students, for the purposes of the *Workers' Compensation Act* have been deemed to be "workers" of the Government of Alberta.

2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the *Alberta Labour Code*, the regulations and orders thereunder.

APPENDIX G

FAX COVER SHEET SAMPLE

(For use when sending Workers' Compensation Board reports of student injuries.)

FROM

School: ______________________________

Contact Person: ______________________________

Fax: ______________________________

Telephone: ______________________________

TO

☐ Workers' Compensation Board
Fax: 403-427-5863

☐ Alberta Education (Dr. Michael Alpern)
Fax: 403-422-0576

STUDENT PLACEMENT INFORMATION

Company Name: ______________________________

Address: ______________________________
____
____

Workplace Supervisor: ______________________________

Other Information

____

____

____

WCB Workers Compensation Board Alberta

EMPLOYER'S REPORT OF ACCIDENT OR INDUSTRIAL DISEASE

P.O. BOX 2415
EDMONTON, ALBERTA T5J 2S5

FAX: (403) 427 - 5863

Answer all pertaining questions sign on reverse and mail or fax to the Board within 72 hours

THIS SPACE FOR WCB USE ONLY

EMPLOYER'S ACCOUNT NUMBER	
OCCURRENCE CLASS	
CLAIM NUMBER	
EMPLOYER'S AREA CODE	
AMOUNT OF PERSONAL COVERAGE	

WORKER'S LAST NAME

WORKER'S PREVIOUS LAST NAME

DATE AND HOUR OF ACCIDENT 19 AT AM ☐ PM ☐

FIRST NAME(S)

EMPLOYER'S FULL NAME (PROPRIETORS, PARTNERS OR CORPORATIONS)

FULL ADDRESS

TRADE NAME

POSTAL CODE

MAILING ADDRESS

SOCIAL INSURANCE NO.

MARITAL STATUS

DATE OF BIRTH D M Y

SEX F ☐ M ☐

POSTAL CODE

WAS WORKER INJURED ON THE EMPLOYER'S PREMISES? YES ☐ NO ☐

TYPE OF INDUSTRY

PHONE NUMBER

STATE ADDRESS WHERE ACCIDENT HAPPENED IF NOT THE SAME AS EMPLOYER MAILING ADDRESS

STREET, PLANT, MILL OR SITE NAME

DATE AND HOUR ACCIDENT FIRST REPORTED D M Y AT A.M. ☐ P.M. ☐

DID ACCIDENT OCCUR IN ALBERTA? YES ☐ NO ☐ IF NO, PROVINCE?

WHAT TIME DID WORKER COMMENCE WORK? A.M. ☐ P.M. ☐

WORKER'S OCCUPATION

NAME OR ADDRESS OF ATTENDING DOCTOR OR HOSPITAL

PERSONAL HEALTH NUMBER

PROVINCE

1. DESCRIPTION OF ACCIDENT - ATTACH SHEET IF NECESSARY

A. WHAT HAPPENED TO CAUSE INJURY?

B. WHAT WAS THE WORKER DOING?

C. WHAT MACHINE, TOOL, EQUIPMENT OR MATERIAL WAS THE WORKER USING?

D. STATE ANY INVOLVEMENT OF GAS, CHEMICAL OR EXTREME TEMPERATURE

2. NATURE OF INJURY - IF INDUSTRIAL DISEASE, GIVE DETAILS

A. WHAT PART OF THE BODY WAS INJURED? (HAND, EYE, BACK ETC. STATE LEFT OR RIGHT)

B. WHAT TYPE OF INJURY WAS SUSTAINED? (BURN, FRACTURE, BRUISE ETC.)

3. QUESTIONS ANSWERED "NO" REQUIRE FULL EXPLANATION - ATTACH SHEET IF NECESSARY

A. WERE THE WORKER'S ACTIONS AT THE TIME OF INJURY FOR THE PURPOSE FOR YOUR BUSINESS? YES ☐ NO ☐

B. WERE THEY PART OF REGULAR WORK? YES ☐ NO ☐

C. ARE YOU SATISFIED THE INJURY OCCURRED AS STATED? YES ☐ NO ☐

D. WAS FIRST AID RENDERED? IF YES, STATE WHEN AND BY WHOM YES ☐ NO ☐

4. A. DO YOU HAVE AN ACCOUNT ESTABLISHED WITH THIS BOARD? IF YES, QUOTE FILE NUMBER. YES ☐ NO ☐

B. DOES THIS WORKER HAVE PERSONAL COVERAGE WITH THE BOARD? IF SO, PLEASE QUOTE HIS ACCOUNT NUMBER. YES ☐ NO ☐

C. IS THE INJURED PERSON A PARTNER IN THE BUSINESS? YES ☐ NO ☐

D. IS THE INJURED PERSON A DIRECTOR OF THE CORPORATION? IF YES, SPECIFY. YES ☐ NO ☐

E. DOES HE EMPLOY HIS OWN WORKERS? IF YES, EXPLAIN. YES ☐ NO ☐

5. IS WORKER OFF WORK, OR WAS HE OFF WORK LONGER THAN DAY OF ACCIDENT. IF YES, COMPLETE REVERSE YES ☐ NO ☐

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COMPLETE REVERSE AS INDICATED AND SIGN IN SPACE PROVIDED

IF FAXED OR PHOTOCOPIED, PLEASE PROVIDE WORKER'S NAME: ______________________ (WCB FAX 403- 427-5863)

6. A. DATE WORKER WAS HIRED DAY MONTH /YEAR

B. WORKER FIRST MISSED WORK ON DAY MONTH /YEAR TIME A.M ☐ P.M ☐

C. IF WORKER HAS RETURNED TO WORK, GIVE DATE AND TIME DAY MONTH /YEAR TIME A.M ☐ P.M ☐

D. ARE MODIFIED DUTIES AVAILABLE? NO ☐ YES ☐ IF SO, WHO CAN BE CONTACTED TO DISCUSS FURTHER?

E. IF THE WORKER HAS NOT RETURNED TO WORK, GIVE ESTIMATED LAYOFF LESS THAN 7 DAYS ☐ 7-14 DAYS ☐ MORE THAN 14 DAYS ☐

F. IS THE WORKER'S EMPLOYMENT SECURE WHEN FIT TO RETURN TO WORK? YES ☐ NO ☐ EXPLAIN

7. WILL YOU CONTINUE THE WORKER IN FULL OR PARTIAL PAY DURING THE PERIOD OF DISABILITY? NO ☐ YES ☐ PROVIDE THE EXACT AMOUNT $__________ PER __________

(NOTE IF THIS AMOUNT IS LESS THAN BENEFITS PROVIDED BY W.C.B., THEN THE DIFFERENCE MAY BE PAID TO THE WORKER)

8. A. WHAT WAS THE WORKER'S RATE OF PAY? $__________ PER HOUR ☐ WEEK ☐ BI-WEEKLY ☐ MONTH ☐ EXPLAIN OTHER __________

B. NUMBER OF HOURS __________ PER DAY ☐ WEEK ☐ SHIFT CYCLE ☐

C. IF THE WORKER IS NOT PAID A REGULAR TIME BASED RATE FOR A SPECIFIED TIME PERIOD:

I. SELECT OR PROVIDE THE NATURE OF EMPLOYMENT PLEASE

TRUCKER-OWNER OPERATOR ☐ PIECEWORKER ☐ IRREGULAR PART TIME ☐ PERSONAL COVERAGE ☐ SUB-CONTRACTOR ☐

WELDER-OWNER OPERATOR ☐ IRREGULAR SHIFTS ☐ OTHER ☐ EXPLAIN

II. PROVIDE GROSS EARNINGS FOR THE ONE YEAR PRIOR TO ACCIDENT OR SUCH LESSER PERIOD AS THE WORKER WAS EMPLOYED BY YOUR FIRM

$__________ FOR THE PERIOD OF EMPLOYMENT **FROM** DAY MONTH /YEAR TO DAY MONTH /YEAR

III. PROVIDE THE NUMBER OF DAYS MISSED FROM WORK WITHOUT PAY DURING GROSS EARNINGS PERIOD
PROVIDE THE REASONS FOR EACH TIME LOSS AND THE NUMBER OF DAYS MISSED FOR EACH REASON __________

9. A. DOES THE WORKER RECEIVE BENEFITS IN ADDITION TO THE ABOVE RATE, SUCH AS :

I. SHIFT PREMIUM / DIFFERENTIAL NO ☐ YES ☐ AMOUNT __________ WHEN IS THIS PAYABLE? __________

II. PERMANENT ACCOMMODATION NO ☐ YES ☐ AMOUNT __________ IS THIS TAXABLE? YES ☐ NO ☐

III. VACATION PAY NO ☐ YES ☐ AMOUNT __________ TAKEN AS TIME OFF WITH PAY ☐ PAID ON A REGULAR BASIS ☐

B. DOES THE WORKER RECEIVE OVERTIME ON A REGULAR BASIS? NO ☐ YES ☐ RATE __________ NUMBER OF HOURS __________ PER WEEK ☐ MONTH ☐ SHIFT ☐

C. DOES THE WORKER RECEIVE PAYMENT FOR LUNCH? NO ☐ YES ☐ LENGTH OF TIME __________

10. A. WHAT ARE THE WORKER'S REGULAR HOURS OF EMPLOYMENT PER DAY? (FROM __________ A.M ☐ P.M ☐ TO __________ A.M ☐ P.M ☐)
IF IRREGULAR, PLEASE COMPLETE 10. C. II.

B. DATE THE WORK CYCLE COMMENCED? DAY MONTH /YEAR

C. INDICATE ONE COMPLETE WORK WEEK OR SHIFT CYCLE BY SHOWING NUMBER OF HOURS WORKED PER DAY. (INDICATE "O" FOR DAYS OFF)

I. DOES THIS CYCLE REPEAT YES ☐ NO ☐

II. AVERAGE NUMBER OF HOURS PER WEEK

S	M	T	W	T	F	S

11. A. IS THE WORKER'S POSITION SUBJECT TO - SEASONAL LAYOFFS NO ☐ YES ☐
- LACK OF WORK LAYOFF NO ☐ YES ☐

IF EITHER IS "YES" ANSWER ITEMS B TO D INCLUSIVE.

B. TYPE OF EMPLOYMENT SEASONAL ☐ SUMMER STUDENT ☐
CASUAL ☐ APPRENTICE ☐ OTHER ☐

C. IF IT WAS NOT FOR THE ACCIDENT, WHAT WOULD BE THE WORKER'S LAST DAY OF EMPLOYMENT? DAY MONTH /YEAR

D. WHAT IS THE AVERAGE NUMBER OF MONTHS PER YEAR AN EMPLOYEE WOULD NORMALLY WORK IN THIS JOB? __________

EMPLOYER'S NAME __________ AUTHORIZED SIGNATURE __________

DATE __________ SIGNED AT __________ CITY/TOWN PROVINCE

PLEASE IDENTIFY AN EARNINGS INFORMATION CONTACT PERSON (PLEASE PRINT)

NAME __________

TELEPHONE __________

ADDRESS __________

CITY/TOWN __________

POSTAL CODE __________

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WCB Workers' Compensation Board Alberta

P.O. BOX 2415
EDMONTON, ALBERTA T5J 2S5

EDMONTON (403) 427-1131
CALGARY (403) 297-3460

FAX: (403) 427 - 5863

PLEASE PRINT YOUR FULL NAME, ADDRESS, EMPLOYER'S NAME AND ADDRESS IN AREA

COMPLETE AND RETURN FORM AT ONCE

WORKER'S REPORT OF ACCIDENT

CLAIM NUMBER		DATE OF ACCIDENT
WORKER'S NAME (surname)	(given)	(initials)
MAILING ADDRESS		
CITY/TOWN	PROVINCE	POSTAL CODE
TELEPHONE NUMBER		PERSONAL HEALTH NUMBER

SEX MALE ☐ FEMALE ☐	MARITAL STATUS	DATE OF BIRTH Y/M/D	OCCUPATION

MY SOCIAL INSURANCE NUMBER IS ______________________. I UNDERSTAND AND AGREE THAT MY SOCIAL INSURANCE NUMBER MAY BE USED BY THE WORKERS' COMPENSATION BOARD FOR IDENTIFICATION AND RECORD-KEEPING PURPOSES.

EMPLOYER'S NAME	EMPLOYER'S MAILING ADDRESS	EMPLOYER'S PHONE NO.

1 A. DATE AND HOUR OF THIS ACCIDENT YEAR / MONTH / DAY AT O'CLOCK M.

B. WHEN DID YOU REPORT THIS ACCIDENT TO YOUR EMPLOYER? YEAR / MONTH / DAY

C. WHO DID YOU REPORT TO? NAME TITLE

D. IF NOT REPORTED IMMEDIATELY, GIVE REASON

E. IN WHAT CITY, TOWN OR PLACE DID THIS ACCIDENT HAPPEN?

F. DID IT HAPPEN ON THE EMPLOYER'S PREMISES? STATE EXACTLY WHERE.

2 WAS THE WORK YOU WERE DOING FOR THE PURPOSE OF YOUR EMPLOYER'S BUSINESS? NO ☐ YES ☐ WAS IT PART OF YOUR REGULAR WORK? NO ☐ YES ☐

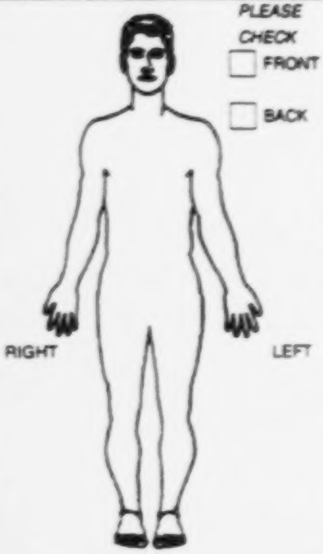
3 HOW DID THIS ACCIDENT HAPPEN AND WHAT INJURY DID YOU RECEIVE? WHAT MACHINE, TOOL, OR EQUIPMENT WERE YOU USING AND WAS THERE ANY INVOLVEMENT WITH GAS, CHEMICAL OR EXTREME TEMPERATURES? DESCRIBE FULLY. (STATE RIGHT OR LEFT, IF APPLICABLE).

MARK PART INJURED

PLEASE CHECK

☐ FRONT

☐ BACK



IMPORTANT PLEASE LIST ANY WITNESSES.

NAME ADDRESS

4 NAME AND ADDRESS OF WHERE MEDICAL ATTENTION WAS FIRST SOUGHT?

5 DO YOU HAVE AN ACCOUNT, (PERSONAL COVERAGE) WITH THE ALBERTA BOARD? NO ☐ YES ☐ AMOUNT

6 HAVE YOU HAD PREVIOUS CLAIMS WITH THE ALBERTA BOARD? NO ☐ YES ☐

7 HAVE YOU HAD SIMILAR INJURY BEFORE? NO ☐ YES ☐ EXPLAIN

8 HAVE YOU REPORTED OR CLAIMED THIS INJURY TO ANOTHER BOARD? NO ☐ YES ☐ PROVINCE

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COMPLETE BOTH SIDES - THIS FORM MUST BE SIGNED ON REVERSE

IF FAXED OR PHOTOCOPIED, PLEASE PROVIDE WORKER'S NAME ______________________ (WCB FAX 403 427-5863)

9 A. ON THE DATE OF THIS ACCIDENT, WHAT WERE YOUR REGULAR HOURS OF EMPLOYMENT? FROM TIME AM ☐ PM ☐ TO TIME AM ☐ PM ☐

B. HAVE YOU MISSED TIME FROM WORK FROM THIS INJURY NO ☐ YES ☐ IF YES, ANSWER I

I DATE AND TIME DISABILITY COMMENCED? 19 MONTH DAY TIME AM ☐ PM ☐

C. HAVE YOU ALREADY RETURNED TO WORK? NO ☐ YES ☐ IF YES, ANSWER I OR II

I DID YOU RETURN TO MODIFIED WORK? NO ☐ YES ☐ 19__ MONTH______ DAY______ TIME AM ☐ PM ☐

II PROVIDE DATE YOU RETURNED TO FULL WORK DUTIES 19__ MONTH______ DAY______ TIME AM ☐ PM ☐

D. IF YOU HAVE NOT YET RETURNED TO WORK, GIVE ESTIMATED TIME OFF LESS THAN 7 DAYS ☐ 7 - 14 DAYS ☐ MORE THAN 14 DAYS ☐

E. DO YOU HAVE A JOB TO RETURN TO? NO ☐ YES ☐ EXPLAIN

10 WILL YOUR EMPLOYER PAY YOU FOR THE TIME YOU MISS? NO ☐ YES ☐ EXPLAIN

11 A. WHAT WAS YOUR RATE OF PAY AT THE TIME OF YOUR ACCIDENT? $ PER HOUR ☐ WEEK ☐ BI-WEEKLY ☐ MONTH ☐ OTHER ☐ EXPLAIN BELOW

B. DO YOU RECEIVE BENEFITS IN ADDITION TO THE ABOVE RATE, SUCH AS

I SHIFT PREMIUM / DIFFERENTIAL NO ☐ YES ☐ AMOUNT

II PERMANENT ACCOMMODATION NO ☐ YES ☐ AMOUNT

III VACATION PAY NO ☐ YES ☐ AMOUNT

C. DO YOU RECEIVE OVERTIME ON A REGULAR BASIS? NO ☐ YES ☐ EXPLAIN

NUMBER OF HOURS PER WEEK _____ MONTH _____ SHIFT _____

D. ARE YOU AN OWNER OPERATOR? NO ☐ YES ☐ EXPLAIN

12 A. DATE YOU WERE HIRED? YEAR / MONTH / DAY

B. DOES YOUR WORK CYCLE REPEAT? NO ☐ YES ☐ IF NO, DO NOT COMPLETE C AND D AS LISTED BELOW

C. INDICATE ONE COMPLETE WORK CYCLE BY SHOWING NUMBER OF HOURS WORKED PER DAY (INDICATE "0" FOR DAYS OFF) →

S	M	T	W	T	F	S

D. DATE THE WORK CYCLE COMMENCED? (YMD)

13 A. IS YOUR JOB SUBJECT TO - SEASONAL LAYOFFS NO ☐ YES ☐

- LACK OF WORK LAYOFFS NO ☐ YES ☐

WE REQUIRE GROSS EARNINGS FOR A YEAR PRIOR TO ACCIDENT BY WAY OF INCOME TAX OR PAY STUBS

IF EITHER IS "YES", ANSWER ITEM B TO D INCLUSIVE

B. TYPE OF EMPLOYMENT CASUAL ☐ SEASONAL ☐ SUMMER STUDENT ☐

APPRENTICE ☐ OTHER ☐

C. IF IT WAS NOT FOR THIS ACCIDENT, WHAT WOULD BE YOUR EXPECTED PERIOD OF EMPLOYMENT FROM (YMD) TO (YMD)

D. DURING THE PAST 12 MONTH PERIOD PRIOR TO THIS ACCIDENT, WHAT OTHER EMPLOYMENT EARNINGS OR INCOME DID YOU RECEIVE?

NAME ______________________ PERIOD FROM ____________ TO ______________ EARNINGS $ ____________

NAME ______________________ PERIOD FROM ____________ TO ______________ EARNINGS $ ____________

(ATTACH LIST IF NECESSARY)

14 DO YOU HAVE A SECOND JOB? NO ☐ YES ☐ PLEASE SUPPLY NAME OF EMPLOYER AND RATE OF PAY.

"I UNDERSTAND THAT IT IS UNLAWFUL TO COLLECT TEMPORARY TOTAL DISABILITY BENEFITS FOR ANY DAY ON WHICH I WORK OR AM CAPABLE OF WORKING. I UNDERSTAND THAT IT IS MY OBLIGATION TO INFORM THE WCB IMMEDIATELY IF I RETURN TO WORK OF ANY KIND OR BECOME CAPABLE OF WORKING".

15 **I DECLARE THE INFORMATION IN THE REPORT TO BE TRUE AND CORRECT. I CLAIM COMPENSATION ACCORDINGLY.**

______________________ DATE

______________________ NAME (PLEASE PRINT)

______________________ SIGNATURE

C-060 REV AUG 94 **THIS DOCUMENT MAY BE EXAMINED BY ANY PERSON WITH A DIRECT INTEREST IN A CLAIM THAT IS UNDER REVIEW OR APPEAL**

APPENDIX H

APPROVAL OF WORK STATIONS/WORK SITES★

SCHOOL JURISDICTION: ______________________ SCHOOL YEAR: ____________

SCHOOL: ______________________ DATE: ____________

ADDRESS: ______________________ SCHOOL CODE: ____________

______________________ POSTAL CODE: ______ PHONE NO.: ____________

TEACHER–COORDINATOR: __________ PHONE NO.: __________

PROGRAM TYPE (Please Check):

I. Work Experience 15–25–35 ☐ Cooperative Education/ Youth Internship ☐ Special Project Credits ☐

Work Study/Community Partnership Associated with a Course ☐

II. Special Education ☐ RAP ☐

1. Procedures associated with the approval of programs are presented in the *Guide to Education: ECS to Grade 9 Handbook* and the *Guide to Education: Senior High School Handbook* and require that this form be completed by a school offering or intending to offer an Off-campus Education program and be signed by the Superintendent of Schools or designee. This signature attests that the district's program has been approved by the local board.

2. I affirm that parental or guardian consent shall be obtained on the student's behalf and that a student–employer agreement shall be signed by both parties and the parents of underage students, and that this agreement shall be on file at the school attended by the student before the student is placed at the work site/station.

Superintendent or Designee (Please Print): ______________________

DATE: ______________________ SIGNED: ______________________
Superintendent or Designee

. . . OVER >

★ Effective September 1995 work station and work site approvals are the responsibility of each school jurisdiction.

WORK STATIONS/WORK SITES

The work stations/work sites have been visited and approved: ______________________
Superintendent or Designee

Name and Address of Work Site/Station	Student Duties	Supervisor	No. of Students to Be Placed

TOTAL ☐

APPENDIX I

WORK AGREEMENT SAMPLE 1

A. Student's Name: ____________________ School: ____________________

Student's Address: ____________________ Program: ____________________

Telephone: ____________________ Job Title: ____________________

B. Employer's Name: ____

Employer's Address: ____

Contact Person: ____________________ Telephone: ______________

Supervisor: ____________________ Telephone: ______________

1. PARTIES TO THE AGREEMENT:

   The parties to the agreement shall be:

   a) The student named in "A" above hereinafter called "the student worker"
   b) The employer named in "B" above hereinafter called "the employer"
   c) The student's parent(s) or guardian(s) hereinafter called the "parent(s) or guardian(s)"
   d) The School Board Trustees hereinafter called "the Board".

2. EMPLOYMENT:

   a) The student worker agrees to enter the employ of the employer and the employer agrees to employ the student worker under the Board's Off-campus Education Program, subject to the provisions of this agreement and to the rules or rulings which may be made from time to time by the Board or its representatives.
   b) A statement of duties shall be set forth by the employer in conjunction with the school coordinator and the student worker shall agree to perform these duties for the employer.
   c) The employer shall, at the request of the Board or its representatives, evaluate the student on the performance of his or her duties and report on a form supplied by the Board.
   d) The employer agrees that participation in this program will in no way affect the tenure or job security of any regular employee currently on staff, nor their hiring practices with regard to employees.

3. SALARY:

   a) If the employer engages the student worker to work outside or in addition to the working times outlined in this agreement, such employment shall be subject to remuneration as provided in the *Employment Standards Act* and regulations or orders made under authority given by this Act.
   b) Any remuneration paid by the employer to the student for the working times outlined in this agreement, shall be set at the discretion of the employer.

4. INSURANCE:

   a) Pursuant to the *Workers' Compensation Act* 1981, and Regulations or Orders-in-Council made thereunder, the student participating in this program is deemed to be a worker of the Alberta Government for the purpose of Workers' Compensation.
   b) In consideration of the Board having arranged for the work experience herein described, the undersigned parent(s) or guardian(s), and if more than one execute this agreement, they agree jointly and severally with the Board to indemnify and save harmless the Board and its agents and employees with respect to any expenses, costs or liability whatsoever arising out of any damage or injury occurring or alleged to occur in connection with the aforesaid employment, and with respect to any damage or other claim as referred to in 5A, hereof.

5. SUPERVISION:
   a) It is agreed that, having arranged work experience for the student as herein set out, the Board's only other obligation is to maintain contact with the student worker and the employer to such an extent as the Board deems adequate or feasible and the Board shall not be liable for any damage or other claim arising out of any act or omission of any other party to this agreement.
   b) The employer will supervise the student worker and the Board shall keep in contact with the student worker to assist in the educational aspect of the program.

6. TERMINATION:
   Any party to this agreement may terminate it by giving notice of termination by ordinary mail to the other parties at the addresses shown in the agreement.

EFFECTIVE PERIOD AND HOURS

This agreement shall be in force from ______________________________, 19_____ until ______________________________, 19_______. Working hours are not to exceed those outlined in the "Off-campus Education Policy".

Signature of Student	Date	Signature of Parent or Guardian	Date
Signature of Employer	Date	Signature of Board Representative	Date

---

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

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WORK AGREEMENT SAMPLE 2

Date: ____________________, 19 ______

BETWEEN

A. Name of Student: ________________________________ S.I.N.: ____________________

(herein called the "Student")

Address: ________________________________ Telephone No.: ______________

Postal Code: ______________ Supervising Officer: ____________________

B. Name of Employer: ________________________________ Telephone No.: ______________

Company Address: ____

WHEREAS:

1. The Board has approved an Off-campus Education program for pupils in its school pursuant to section 37 of the *School Act*.
2. The Employer and the Student have agreed to participate in the said Program on the terms and conditions herein set forth.

WITNESSETH:

1. **Period of Agreement**
   The Student shall, from ______________, 19_____, to ______________, 19_____, faithfully, honestly and diligently serve the Employer and devote his/her whole time and attention to such employment during the hours of employment hereunder prescribed.
2. **Hours of Work**
   The hours of employment shall be from ______________ to ______________ in each day of the week during the term of this agreement.
3. **Termination**
   Notwithstanding anything herein contained to the contrary, any party written hereto may, with or without cause, summarily terminate by giving written notice of termination to the parties to this agreement.
4. **Supervision**
   During the hours of employment herein set forth the Student shall be under the direct supervision and control of the Employer; provided however, the Employer shall at all times permit the Board or its representatives access to the employment site and the Student.
5. **Evaluation**
   The Employer shall at the request of the Board or its representatives, evaluate the student in the performance of his/her duties hereunder and report such evaluation on a form from time to time provided to the Employer by the Board.
6. **Full-time Employee Tenure**
   The Employer agrees that the employment of the Student hereunder shall in no way affect the job security of any other employee of the Employer, nor the Employer's hiring practices with regard to full-time employees.

________________________________ ________________________________

EMPLOYER STUDENT

________________________________ ________________________________

BOARD OF TRUSTEES REPRESENTATIVE PARENT OR GUARDIAN OF STUDENT

1. By Workers' Compensation Regulation AR 427/81, the Students have been deemed to be "workers" of the government of the province of Alberta.
2. In the event the Student shall be employed by the Employer outside the scope of this agreement, the Employer and Employee are subject to the *Alberta Labour Relations Code*, the regulations and orders thereunder.

APPENDIX J

PARENT LETTER SAMPLE

Dear Parent/Guardian:

As you are aware a major component of Jane's final school year is ____________ program. This is an opportunity for Jane to test her attitude, interests and abilities in the work force while still enrolled at school.

The work station will be determined by Jane and the teacher–coordinator with Jane's best interests in mind. The determining factor for success in this program has proven to be the student's sense of responsibility, meeting the requests and expectations of other people and following them through to completion.

Every request made of Jane regarding the program, and whether or not she follows it through, will be documented. Example:

- work agreement forms signed and returned on time
- résumé completed and presented on time
- application forms returned prior to deadlines
- punctuality of appointments (job interview).

Only by demonstrating that she is responsible enough to fulfill these expectations will Jane be given the opportunity to participate in the ________________ program.

Jane will meet with the teacher–coordinator to discuss her work placement alternatives. Once a tentative placement is established, Jane will be required to contact the work station for an interview appointment, complete the employer's application forms, present the employer with her résumé, and determine her hours of work. Jane must be prepared to get herself to and from work, and generally be responsible for the quality of her work and attendance. If Jane should miss a day of work without notifying her teacher and/or work station supervisor, the program contract will be terminated.

The teacher–coordinator determines 35% of the final mark.

Application	5%
Résumé	10%
Job Interview	5%
Student Responsibilities	15%

Responsibilities are:

- forms and evaluations completed and returned promptly
- work station orientation assignment
- time sheets completed and returned
- weekly activity and time records
- thank you letter to the work station
- student analysis of work station
- final assessment of the program.

The work station will determine 65% of the final mark.

- midterm evaluation (completed at approximately 65 hours)
    - strengths, weaknesses, areas for improvement
- final evaluation (at completion of the hours)
    - employer reference.

For Jane, this course exists on her merits as an "employee in training" and the usual expectations of someone in that position. If she should experience problems or concerns at the work station, communication with the teacher–coordinator is vital in resolving the situation. An alternative placement or loss of the course will be determined by that prior communication.

The ____________________ program is an excellent opportunity to gain a valuable employer reference in Jane's chosen field of employment and establish her credibility as a competent and reliable employee.

If Jane applies herself to this opportunity, I am confident it will be a successful learning experience.

If you have any questions regarding the ______________________ program, please contact me at the school.

Sincerely,

Dale Gullekson
Teacher–coordinator

DAG:bw
Encl.

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14 (formerly County of Strathcona No. 20).

SUPERVISOR LETTER SAMPLE

Dear Supervisor:

An important learning objective for the __________________ program is to help our students understand employer expectations for job maintenance and advancement. Alberta Advanced Education and Career Development has done a study to *Identify and Rank Those Factors Which Make an Individual Job Ready for Entry Level Employment*, 1992. It profiles employer expectations of employees.

To help the student better understand your expectations, would you choose the **most important** 10 of the 20 factors listed below and then rank the first five, 1 through 5, which you feel are most critical to job success in your situation.

Ability to adjust to change
Commitment to employer
Personal initiative
Working with others
Problem-solving skills
Dependability
Interpersonal communication skills
Basic skills; e.g., numeracy, reading
Quality oriented
Interested in self-improvement
Appearance, dress and hygiene
Job-specific skills
Self-esteem
Understanding of own capabilities
Decision-making skills
Free from addictions
Attitude to work
Time-management skills
Ability to motivate self
Integrity

Please take a moment to review the job maintenance and advancement factors you chose with the student. In our next and final "call back" session we will consolidate all the survey responses and discuss employer expectations further in the classroom.

Thank you again for your support and contribution to our program.

Yours sincerely,

Dale Gullekson
Teacher-coordinator

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14 (formerly County of Strathcona No. 20).

JOB MAINTENANCE AND ADVANCEMENT

1. Why does your employer value each of the five job maintenance and advancement factors he or she chose in the survey?

2. Identify your own strengths and weaknesses in relation to the ten job maintenance expectations your employer identified.

Strengths	Weaknesses

3. What strategies for improvement can you formulate for the weakness(es) listed above?

4. What is the occupational pathway recognizing potential **upward** or **lateral** movement from the entry-level position in your off-campus occupation choice?

5. What further training or practical experience is necessary for advancement or lateral movement?

6. Identify other occupations where the same practical and/or formal training would be considered an asset.

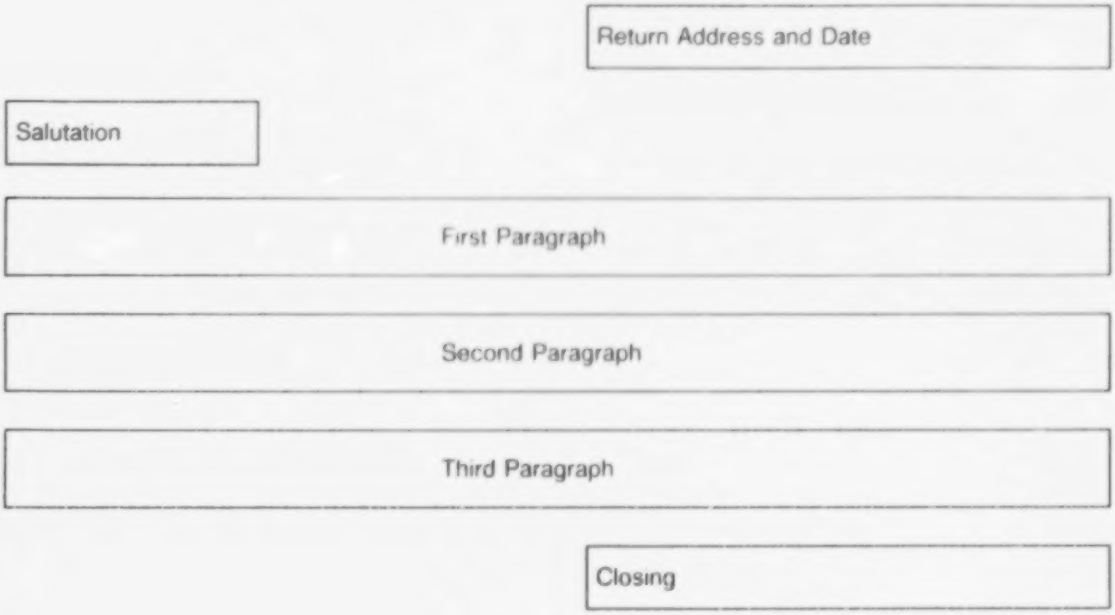
THANK YOU LETTER SAMPLE

Style: Informal

Purpose: To express appreciation to your work site station supervisor for the learning opportunity and the training time provided to you.

Each paragraph in the thank you note has a specific purpose.

- Salutation; e.g., Dear ______________________________ and/or staff.
- The first paragraph indicates the purpose of the letter; to thank the work site/station for the opportunity to . . .
- The second paragraph indicates at least one specific reason why the "thank you" is meaningfully given; e.g., enjoyed the placement, things learned, people who were helpful.
- The third paragraph is a concluding paragraph underlining the sentiment of the letter.
- Closings for this type of letter could be:
  Sincerely
  Cordially
  Best wishes
  Yours respectfully, etc.


Return Address and Date
Salutation
First Paragraph
Second Paragraph
Third Paragraph
Closing

EMPLOYER LETTER SAMPLE 1

The off-campus placement is an opportunity to use the community as an effective resource for career planning, interest and skill assessment. It also functions to help the student become more aware of employers' expectations of new employees on the job and the opportunity to develop and demonstrate good work habits.

It is your standards on which the student is being evaluated and therefore vitally important that you discuss this evaluation with the student. Your specific compliments and concerns must be expressed, if the student is to understand and meet your expectations.

Your time and concern for these individuals in this component of their education is greatly appreciated and valued by our students and school programs. Thank you again for your cooperation.

Yours truly,

D. A. Gullekson
Teacher–coordinator

DAB:bw

Source: Adapted from materials supplied by the Elk Island Public Schools Regional Division No. 14 (formerly County of Strathcona No. 20).

EMPLOYER LETTER SAMPLE 2

Dear ____________________

The school year is coming to a close, and the ___________ program at ____________________ school has again been a success because of cooperation from people like yourself. The time and effort spent by you and your staff working with our students to help them become better employees is time well invested.

In appreciation, I would like to extend a cordial invitation to you and your student supervisors to a dinner at ______________________ school on ________________ at _______. Dress will be informal.
(place) (date) (time)

The intent of this evening is simply dinner, pleasant conversation with other employers, and a brief word of appreciation from the Board of Education. After dinner, a tour of the school will be arranged for anyone interested in the facilities.

Please confirm your attendance at the dinner by ____________________ by calling the school at
(date)
________________.
(telephone number)

If you are unable to attend this function, I wish to thank you again for your cooperation. The positive impact that you have had on these students is vital for their motivation in school and their transition into the community as valued employees.

Sincerely,

Teacher–coordinator

MT/tp

PARTICIPATING SCHOOL STAFF LETTER SAMPLE

Dear ____________________

The ____________ program is beginning to wind up a busy year, and in culmination, the school is hosting a dinner for all the participating employers and school staff. The intent of this evening is simply dinner and to have you meet some of the people from the work stations. Dress is informal. The dinner is to be held at the school on ____________________________________.
(Date and Time)

Our students have earned an excellent reputation in the community and much of this credit is attributed to the attitudes the students are learning in your classes. One hundred and eight students were placed into the work force this year and only five were unsuccessful at completing their responsibilities.

Approximately seventy of our one hundred registered work stations participated this year; their cooperation and interest in our students and school deserve our recognition.

Please accept this invitation to dinner in recognition of your efforts with your students.

Sincerely,

APPENDIX *K*

MONITORING REPORT

Student:	**Work site:**
Date:	**Teacher:**

Observation of student and employer: comments of student and employer.

Comments and/or concerns: action to be taken.

Date:	

Observation of student and employer: comments of student and employer.

Comments and/or concerns: action to be taken.

Date:	

Observation of student and employer: comments of student and employer.

Comments and/or concerns: action to be taken.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

JOURNAL SHEET

TODAY I REALLY IMPRESSED MY BOSS WHEN . . .

TEACHER ZONE TEACHER ZONE TEACHER ZONE

TODAY AT WORK I WAS SO FRUSTRATED BECAUSE . . .

TEACHER ZONE

STUDENT WEEKLY ACTIVITY LOG

Name of Student: ____________________

Placement: ____________________

Note to Student: Write a brief description of the types of activities you worked at during the day, complete the day and times and when this page is completed, have your supervisor sign it. This log is to be signed and submitted to your teacher–coordinator at the first school day of the following week.

Day/Date	Hours Worked			Tasks/Activities Performed
	From	To	Total Hours	
Monday				1. ______ 2. ______ 3. ______
Tuesday				1. ______ 2. ______ 3. ______
Wednesday				1. ______ 2. ______ 3. ______
Thursday				1. ______ 2. ______ 3. ______
Friday				1. ______ 2. ______ 3. ______
Saturday				1. ______ 2. ______ 3. ______

Hours from Previous Log: ______

Total Hours This Week: ______

Total Hours to Date: ______

Supervisor's Comments: ____________________

____

____

Please rate the student's overall performance for this week:

Excellent ☐ Very Good ☐ Satisfactory ☐ Unsatisfactory ☐

Supervisor's Signature: ____________________

Student's Signature: ____________________

OVER >

REFLECTIONS

Please comment on one or more experiences at your work placement this week, such as a new learning experience, a problem, new equipment, an interesting incident, interpersonal relations, etc.

(THIS SIDE IS TO BE COMPLETED ONCE YOU LEAVE THE WORK SITE AT THE END OF THE WEEK.)

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

COMPETENCY SUMMARIES

PERSONAL STUDENT TRAINING PLAN SAMPLE 1

Teacher: ______________________ **Telephone:** __________________

Fax: __________________

STUDENT NAME: ____

STUDENT ADDRESS: ____

____

TELEPHONE: ____

EMPLOYER NAME: ____

EMPLOYER ADDRESS: ____

____

EMPLOYER PHONE NO.: _____________ EMPLOYER FAX NO.: ___________

SUPERVISOR(S): ____

____

Expected Dates of Program: __________________ to __________________

Provide as much detail as possible in each of the following categories:

- area of participation; e.g., clerical, technical, service
- general description of position
- primary duties
- additional activities/responsibilities
- equipment and technical expertise
- other considerations.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

GENERAL SKILLS SAMPLE 2

Student Name: ______________________________

Work Station: ______________________________

		Work Station Student Objective	Completed Objective
Work Attitude			
• Cooperation	– to be able to work together with people	______	______
• Manners	– to show courtesy, respect, honesty	______	______
• Interest	– to display eagerness to learn	______	______
• Initiative	– to be able to apply oneself to assigned work	______	______
• Self-control	– to react to advice and criticism	______	______
	– to show willingness to follow directions	______	______
Personal Qualities			
• Appearance	– to be neat and show concern about personal care	______	______
• Characteristics	– to be aggressive and enthusiastic about the job	______	______
	– to show good judgement	______	______
	– to display mental alertness	______	______
Work Performance			
• Job knowledge	– to understand and know work requirements	______	______
• Communication	– to be able to communicate orally	______	______
	– to demonstrate ability in written communication	______	______
	– to learn vocabulary related to the job	______	______
• Dependability	– to be able to complete job with supervision	______	______
• Adaptability	– to show capacity to adjust to new problems	______	______
• Production	– to be able to meet employer's work standards	______	______
	– to be able to meet employer's quantity of work	______	______
• Vocational skills	– to be able to properly use tools and equipment	______	______
	– to be able to correctly select and care for materials	______	______
	– to demonstrate safety habits	______	______
• Reliability	– to regularly attend and report to work	______	______
	– to be punctual and report for work on time	______	______
	– to show ability in following directions	______	______

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

SPECIFIC SKILLS: BANKING SAMPLE 3

Student Name: ____________________

Work Station: ____________________

Generic "Learner Expectation Training Plan"

Concerns itself with the promotion and selling of banking services, performing banking transactions and the development of customer service techniques.

DUTIES AND RESPONSIBILITIES

1. Customer Service
2. Operations Skills
3. Product Knowledge
4. Personal Aptitudes

	Work Station Student Objective	Completed Objective
CUSTOMER SERVICE		
• Promotes and sells services where appropriate.	____	____
• Prompt and courteous acknowledgement of customer's presence.	____	____
• Provides full range of bank services as outlined in sales manual.	____	____
• Gives full attention to the client in attendance.	____	____
• Uses discretion in the confidentiality of customer transactions.	____	____
• Takes prompt steps to identify customer's banking needs.	____	____
OPERATIONS SKILLS		
• Sells domestic/foreign currency drafts, money orders, travellers checks with a minimum of supervision.	____	____
• Accepts deposits, approves cheques to a specified limit for payment and on certification.	____	____
• Accepts applications, additional contributions, terminations and changes for RRSPs (Registered Retirement Savings Plan).	____	____
• Opens term deposits and handles prior redemptions.	____	____
• Authorizes and issues charge card cash advances and payments.	____	____
• Check and post incoming clearing.	____	____
• Prepares entries for incoming DDA reports.	____	____
• Files DDA cheques and prepares statements, files branch reports.	____	____
• Inputs savings, liability and term deposit information to on-line terminals.	____	____

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
• Recaps PASA.	____	____
• Intersorts savings, DDA vouchers.	____	____
• Assists with verification of night deposits and deposits delivered by armoured car.	____	____
• Rents, closes and allows access to safety deposit boxes.	____	____
• Opens and closes savings, PAC and current accounts.	____	____
• Ensures counter stationery is replenished when required.	____	____
• Cashes Canada Savings Bonds and makes up ownership certificates.	____	____
• Takes orders to telegraphic transfers.	____	____
• Assists with the overall proof function.	____	____
• Provides occasional relief assistance for savings, DDA proof and central teller during vacation or illness.	____	____
• Willingly accepts other duties assigned.	____	____
PRODUCT KNOWLEDGE		
• Responds and acknowledges customer inquiries regarding services offered or refers customer to appropriate officer.	____	____
• Has a good knowledge of department work flow and the responsibilities of other employees.	____	____
• Knowledge of and adherence to Employee Rules and use of banking manuals, including the code of conduct.	____	____
• Has a solid working knowledge in the following areas: RCS, safety deposit boxes, safekeeping, night and day deposits, client cards, Canada Savings Bonds, telegraphic transfers, Personal Checking Accounts (PCA), savings and current accounts.	____	____
PERSONAL APTITUDES		
• Willingness to help others (customers and employees).	____	____
• Communicates ideas clearly and concisely.	____	____
• Is resourceful in perceiving and solving problems.	____	____
• Sees what needs to be done and does it without waiting for direction.	____	____
• Exercises appropriate judgements in selecting attire, grooming and behavioural standards, as established by the branch.	____	____
• Demonstrates initiative in business development as it involves assisting customers' banking needs.	____	____

SPECIFIC SKILLS: CABINETMAKER SAMPLE 4

Student Name: ______________________________

Work Station: ______________________________

Generic "Learner Expectation Training Plan"

Sets up and operates a variety of woodworking machines, uses various hand tools to fabricate wooden cabinets, studies plans of articles to be constructed, plans sequence of cutting or shaping operations to be performed, and carries out plan.

DUTIES AND RESPONSIBILITIES

1. **Working with hand tools.** Trims component parts of joints to ensure snug fit, using planes, chisels and wood files; and bores holes for insertion of screws and dowels.
2. **Performing machine-tool work.** Operates woodworking machines (power saws, jointer, planer, mortiser, shaper), and cuts and shapes parts from wood stock.
3. **Constructing cabinets.** Glues, fits and clamps parts together to form a complete unit.
4. **Finishing cabinets.** Finishing cabinets by sanding and preparing surfaces for priming, painting or staining.
5. **Restoring cabinets.** Repairs broken furniture members, flattens blisters in plywood, repairs blemishes and dents with stick shellac, reglues joints, removes old finish and refinishes.
6. **Planning cabinet layout.** Marks outline or dimensions of parts on paper or lumber stock according to specifications, and matches materials for colour, grain and texture.

	Work Station Student Objective	Completed Objective
ORIENTATION		
• Discuss employment policies and regulations.	______	______
• Discuss current job responsibilities.	______	______
• Understand future career possibilities.	______	______
• Understand safety procedures.	______	______
MATERIALS IDENTIFICATION		
• Recognize and identify different woods.	______	______
• Identify quarter and plain-sawed wood.	______	______
• Identify heartwood and sapwood.	______	______
• Select lumber for cabinet work.	______	______
• Cut stock for most economical use.	______	______

Source: Adapted from materials supplied by the St. Albert Protestant Separate School District No. 6.

	Work Station Student Objective	Completed Objective
TOOLS FOR MEASUREMENT AND LAYOUT		
• Measure and divide spaces with ruler.	____	____
• Lay out square cuts with square.	____	____
• Read and check measurements with square.	____	____
• Lay out parallel lines with marking gauge.	____	____
• Mark duplicate parts with a square.	____	____
• Divide spaces with divider.	____	____
• Scribe circles with compass.	____	____
• Lay out angles with sliding T-bevel.	____	____
• Mark centres.	____	____
• Measure inside and outside diameters with callipers.	____	____
• Draw circles of larger diameter with trammel.	____	____
• Establish horizontal lines with spirit level.	____	____
• Establish vertical lines with plumb bob.	____	____
• Determine diagonals of squares and solids with square.	____	____
HAND TOOL WORK		
• Use saws.	____	____
• Use planes and scrapers.	____	____
• Use drills.	____	____
• Use shaping and forming tools.	____	____
• Use fastening tools.	____	____
MACHINE-TOOL WORK		
• Use circular saw.	____	____
• Use band saw.	____	____
• Use jigsaw.	____	____
• Use jointer.	____	____
• Use drill press.	____	____
• Use shaper.	____	____
• Use lathe.	____	____
• Use sander.	____	____
CABINET CONSTRUCTION		
• Select, lay out and cut commonly used wood joints.	____	____
• Construct cabinets and built-ins.	____	____
• Construct indoor furniture and built-ins.		
• Construct and install doors.	____	____
• Attach fasteners and hardware.	____	____
• Build up stock.	____	____

	Work Station Student Objective	Completed Objective
FINISHING OPERATIONS		
• Sand wood for finishing.	____	____
• Apply filter.	____	____
• Apply finish with brush.	____	____
• Apply spray finish.	____	____
FURNITURE RESTORATION		
• Repair or replace broken and split solid furniture members.	____	____
• Flatten blisters and repair breaks in veneers and plywoods.	____	____
• Repair small scars and blemishes with stick shellac.	____	____
• Repair and reglue loose joints.	____	____
• Remove warp from wide boards and panels.	____	____
• Remove old finish.	____	____
• Refinish article.	____	____
THE JOB PLAN		
• Sketch plans for cabinets.	____	____
• Make blueprints from sketches.	____	____
• Write specifications for construction and install.	____	____
ESTIMATES		
• Compute board feet of lumber and plywood.	____	____
• Compute cost of lumber and plywood.	____	____
• Make out stock bill.	____	____
• Select and cut stock to rough size for shop order.	____	____
ADDITIONAL TASKS		
• ____________________	____	____
• ____________________	____	____

APPENDIX N

TEACHER MARK

Student report marks will be determined as follows.

REPORT 1 MARK (value 40% of final mark)

Pre-employment Training	20%
Résumé/Covering Letter	5%
Employer Evaluation	50%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
File Documentation	5%

REPORT 2 MARK (value 60% of final mark)

Employer Evaluation	60%
Meeting Attendance	5%
Absence Reporting	5%
Time Sheet Completion	10%
Journal/Reflection	5%
Thank You Letter/Card	5%
Job Profile Completion	5%
File Documentation/Organization	5%

FINAL MARK

Report 1 Mark	40%
Report 2 Mark	60%

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

APPENDIX O

EMPLOYER EVALUATION OF STUDENT SAMPLE 1

STUDENT NAME: ______________________________

SCHOOL: ______________________________

EMPLOYERS: Evaluate this student as you would a novice worker in your employ and make a comment for each section about why you rated the student as you did. A description of each of the Employability Skills is located on the back of this form. Not all of these skills will be applicable to all students in all situations. Place N/A beside any one that does not apply.

EMPLOYABILITY SKILLS	Excellent	Good	Satisfactory	Needs Improvement	COMMENTS
Listening Skills					
Verbal Communication					
Written Communication					
Reading Comprehension					
Willingness to Learn					
Self-esteem and Confidence					
Ability to Set and Obtain Goals					
Accountability for Actions					
Personal Ethics—Honesty, etc.					
Initiative					
Ability to Think Critically					
Uses Technology Effectively					
Acceptance of Change					
Creativity					
Productivity—Quality Product					
Performs Tasks Safely					
Respectful of Others' Diversity					
Cooperative—Is a Team Player					

OVERALL	Excellent	Good	Satisfactory	Needs Improvement
RATING				

Has this report been discussed with the student?

Yes _____ No _____

No. of days late: ____________ Reason: ______________________

No. of days absent: ____________ Reason: ______________________

Recommendations for improvement: ______________________

____

____

Comment on the student's suitability for this type of employment: ______________________

____

____

If there were an opportunity for employment, would you consider hiring this student?

☐ YES ☐ NO

______________________ (Student Signature)

______________________ (Supervisor's Signature)

DESCRIPTION OF EMPLOYABILITY SKILLS

The following is a description of the employability skills appearing on the other side of this form. Refer to this description for a standardized explanation of what each one means.

Listening Skills: Listens to understand and learn.

Verbal Communication: Understands and speaks the language in which the business is conducted, including proper use of specialized terminology.

Written Communication: Writes effectively in the language in which the business is conducted, including proper use of specialized terminology.

Reading Comprehension: Reads, understands and uses written materials related to the business, including graphs, charts and displays, if applicable.

Willingness to Learn: Shows a positive attitude toward learning and lifelong learning.

Self-esteem and Confidence: Shows faith in himself or herself to do the job well. Shows an increasing ability to handle constructive criticism.

Ability to Set and Obtain Goals: Demonstrates an ability to set goals and priorities in work and personal life, and also shows an ability to manage time and other factors to achieve these goals.

Accountability for Actions: Assumes responsibility for actions he or she takes, and deals effectively with the consequences.

Personal Ethics: Demonstrates honesty and a morality that is consistent with expected behaviour at the workplace, including confidentiality, if required.

Initiative: Demonstrates an ability to begin new tasks when it is appropriate to do so, and shows energy and persistence to get the job done.

Ability to Think Critically: Sees issues clearly and truly in order to judge them fairly, and acts logically to evaluate situations, to solve problems and to make decisions.

Uses Technology Effectively: Is able to learn how to use the technology of the business, and makes appropriate decisions while using it.

Acceptance of Change: Demonstrates a positive attitude to change by being flexible and adaptable to new situations.

Creativity: Is able to suggest new or innovative ideas to get the job done when the situation warrants it. Also implies the enterprising entrepreneurial spirit.

Productivity—Quality Product: Understands the standards of the workplace, and is able to produce work that meets the standards, including operating within the time constraints of the business.

Performs Tasks Safely: Wears appropriate safety gear, and acts responsibly and safely toward self and others.

Respectful of Others' Diversity: Recognizes and respects people's diversity and individual differences.

Cooperative—Is a Team Player: Is able to understand and work within the culture of the group and exercise "give and take" to achieve group results.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

EMPLOYER EVALUATION OF STUDENT SAMPLE 2

STUDENT'S NAME: ______________________ DATE: ____________

SCHOOL: ______________________

Please rate the student by circling the number that best describes the student's performance.

RATING SCALE:	5	Excellent	2	Needs Improvement
	4	Very Good	1	Unsatisfactory
	3	Satisfactory	0	Not Applicable

PUNCTUALITY AND ATTENDANCE	RATING
• Punctuality.	5 4 3 2 1 0
• Attendance.	5 4 3 2 1 0

PERSONAL QUALITIES AND WORK HABITS	RATING
• Cooperativeness—ability to work with others.	5 4 3 2 1 0
• Adaptability—ability to adapt to new tasks or situations.	5 4 3 2 1 0
• Willingness to accept suggestions for improvement.	5 4 3 2 1 0
• Practises self-control.	5 4 3 2 1 0
• Reliability—completes tasks on time, can be depended upon.	5 4 3 2 1 0
• Initiative—eager to learn, seeks additional work.	5 4 3 2 1 0
• Demonstrates interest and enthusiasm for job.	5 4 3 2 1 0
• General grooming and appearance.	5 4 3 2 1 0

EXECUTION OF WORK DUTIES	RATING
• Ability to learn and complete tasks outlined.	5 4 3 2 1 0
• Tools and equipment used in an effective and safe manner.	5 4 3 2 1 0
• Neatness of work.	5 4 3 2 1 0
• Speed of work completion.	5 4 3 2 1 0
• Application to job—works consistently and conscientiously.	5 4 3 2 1 0

OTHER INFORMATION

1. Student's strong points (outstanding traits, talents or abilities not cited elsewhere):

2. Recommendations for improvement:

3. Other comments:

• • • • • • • •

RATED BY: ______________________ DATE: __________

RATER's POSITION: ______________________

ORGANIZATION/BUSINESS: ______________________

ADDRESS: ______________________

TELEPHONE: ______________________

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

STUDENT SELF-EVALUATION

Student: ______________________ Job Placement: ______________________

For each statement, provide some written comments. Remember that a "self-evaluation" is what you think of what you did. Be honest with yourself.

1. At the start of each day at the work site, I took steps to find out what was expected of me for that day.

2. I took pride in my work, and I always tried to do my best.

3. Once a task was assigned to me I was able to work without supervision, although I may have had to ask for clarification or assistance.

4. If nothing had been assigned by my supervisor or I finished early, I found something worthwhile to do.

5. I learned to accept criticism about my work or efforts without being personally hurt. When criticism was made, I did not blame someone else or the fact that the instructions may have been unclear.

6. I was enthusiastic and tried to convey the impression that I liked what I was doing.

7. I recognized that my attendance at the work site was important and that people were counting on me to be there.

8. If absent, I contacted both my job placement and the school.

9. Specify the one area where you think that you made the most improvement during your placement.

10. Specify one area where you think that you could make further improvement.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

APPENDIX P

PORTFOLIO LITERATURE

Career-Technical Assessment Project Portfolio (Teacher and Student Guide Book)

These guide books were produced for the California Department of Education by Far West Laboratory. Copies may be obtained from:

Far West Laboratory
730 Harrison Street
San Francisco, CA 94107-1242
Telephone: 415-565-3000
Fax: 415-565-3012

Michigan State Board of Education Student Managed Portfolio (Instructional and Student Guide)

These guide books were developed by the Michigan State Board of Education and copies can be obtained from:

Michigan State Board of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
Telephone: 517-373-3354
Fax: 517-335-4656

Employability Skills Portfolio Project

A pilot project involving the development of an Employability Skills Portfolio is currently underway in three central Alberta school jurisdictions. This project has been recognized by the Conference Board of Canada Report (118-94) as one of fourteen innovative partnerships, projects and programs in Canada.

The Employability Skills Portfolio is available from:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 403-427-5775
Fax: 403-422-9750

The Student Career Builder

This document may be used by a student to record completed, career-developed activities, including self-assessment, occupational interest, labour market research and résumé development. Sample interview questions are also provided.

An excerpted example from this document is shown on the following page.

For more information about the Student Career Builder, contact:

Elk Island Public Schools Regional Division No. 14 (formerly County of Strathcona No. 20)
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: 403-464-8200

THE CAREER BUILDER

EXPLORATION

SELF ASSESSMENT

Personal Goals	Values (motivators)	Personal Skills	Interests/Activities

OCCUPATION INTEREST GRID

Personal Skills/Values	Interests/Activities 1	2	3	4	5
1					
2					
3					
4					
5					

LABOR MARKET

Research Activities	
Career Hotline 422-4266	
Labor Market Info. Centre	
Job Shadowing	
Work Study	
Work Experience	
Volunteer	
Other ________	

OCCUPATION RESEARCH INTERVIEWS

Occupation/Company/Name	Values	Personal Skills	Qualifications

POTENTIAL EMPLOYER NETWORK

Company	Address	Phone	Contact
1			
2			
3			
4			

Notes:

JOB SEARCH SKILLS

RESUME DEVELOPMENT

FOCUS OF RESUME

Career Objective	Skills Desired by Employer		Interest in the Job
	Technical	Personal	

PREVIOUS EMPLOYMENT

Date	Company	Address/Phone No.	Supervisor	Duties Performed

Volunteer Work

Certifications

Summary Statement

FORMAL EDUCATION

ACHIEVEMENTS

OTHER SIGNIFICANT EXPERIENCE

REFERENCES

Name	Address/Telephone	Occupation

DRAFT RESUME → REVIEW FOCUS OF RESUME → REVISION(S) → FINAL COPY → COVER LETTER

Application Forms	
1. Identify employer needs	
2. Skim read the form	
3. Match employer needs with personal strengths	
4. Complete all applicable spaces	
5. Proof Read and sign	

INTERVIEW

Focus of the INTERVIEW				Anticipated Questions from Employer
Personal Skills	Employer's Preferences			

Strengths	Weaknesses

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Dale [illegible]

BEST COPY AVAILABLE

APPENDIX Q

STUDENT WORK SITE EVALUATION

Rate your opinion of your off-campus educational experience according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

• The experience was worthwhile.	
• I learned things that will help me in my future employment or education.	
• The work I did was meaningful and challenging.	
• My job was just busy work.	
• I was given a variety of tasks to do.	
• I spent most of my time watching others work.	
• I spent most of my time helping someone else.	
• I spent most of my time working on my own.	
• I spent most of my time being helped by someone.	
• The supervisor was approachable.	
• My coworkers were helpful.	
• I was given enough training and clear instructions to do my tasks.	
• The employees at the company encouraged me to ask questions.	
• I was encouraged to do things myself, instead of just observing.	
• I was given adult responsibilities.	
• I think the site is a safe place to work.	
• I had freedom to develop and use my own ideas.	
• I was appreciated.	
• I was given the opportunity to discuss my experience with my supervisor or coworkers.	
• My supervisor kept me informed as to how I was doing my job.	
• I felt important.	
• I would recommend using this work site next year. YES ☐	NO ☐

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

APPENDIX *R*

PROMOTIONAL MATERIAL

Welcome to Off-campus Education

Off-campus Education is a program whereby classroom studies are complemented with practical experience obtained in the workplace. Students enrolled in ____________________ complete a minimum of 25 hours of job preparation classes and a minimum of ____ hours at a work site placement①. By agreeing to accept a student into your workplace, you have become a valued partner in the educational process. This experience will assist students in making the transition from school to work or post-secondary education.

In order to make this a meaningful learning experience may we suggest the following.

STARTING OFF ON THE RIGHT FOOT

When the student starts work, provide him or her with an orientation to the workplace. Explain the purpose of the job and how he or she can make a contribution. Explain daily routines and expectations, including such things as the dress code, safety procedures, care of equipment, keeping the work area clean and dealing with the public.

ASSIGN A SUPERVISOR

Assign one of your regular employees to supervise the student. It is important to understand that the student is a learner in a new setting and will initially need supervision as well as an opportunity to feel comfortable in asking questions.

CREATING A TRAINING PLAN

When a student is placed at a work site, the school coordinator will help list the types of duties that might be assigned. By putting these tasks in writing you are creating a "training plan", which will help bring focus to the learning. Students need to be assigned a variety of tasks that progress in difficulty as they become more familiar with the job. The training plan, or list of duties, should be reviewed periodically and revised to assure challenging but attainable goals for the student.

WORKERS' COMPENSATION COVERAGE

Prior to starting work, all students must have a signed "Work Agreement". This agreement must be signed by the employer, a school board designate and the student's parent(s). Once this agreement is in place, the student is deemed to be an employee of Alberta Government who assumes responsibility to cover all bona fide students registered in Off-campus Education for Workers' Compensation purposes. In the event of an accident involving the student, the employer should contact the school teacher–coordinator immediately.

---

① Hours are locally determined.

For the term of the agreement and the hours specified, the employer is exempt from paying the minimum wage stipulated under the *Employment Standards Act*. All other regulations apply. If you hire the student outside of the hours or days of the agreement, Workers' Compensation becomes your responsibility and payment of at least minimum wage is required.

Note: This exemption does not apply to students enrolled in the Registered Apprenticeship Program.

TIME LOGS

In order to keep track of the time a student has spent on the job, the coordinator asks students to fill out, and employers to sign, "time logs". It is the student's responsibility to return a signed time log sheet to the coordinator at the end of each week. In this package you will find a sample time log. These logs provide a valuable opportunity to provide feedback to the student about weekly performance. As an employer you should consider taking a few minutes at the end of each week to sit down with the student to fill out the time log and to discuss the student's progress.

STAYING IN TOUCH

Students participating in Off-campus Education are expected to notify the employer and the school immediately if they are unable to attend work due to illness. The school coordinator will remain in contact with you throughout the course of the placement and all work stations and work sites will be regularly monitored. Even though every attempt is made to stay in touch with the work stations and work sites, you the employer, should feel free to contact the coordinator should you have any questions or concerns, especially if the student is failing to attend.

Thank you for becoming a partner in this educational program. By participating, you are demonstrating a real commitment to education. We hope that you will find the experience to be a challenging and rewarding one.

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

WHAT IS AN APPRENTICESHIP?

Skilled trades are a special category of occupations. They are occupations in which certain standards have been set to promote quality work and skill excellence among trades people. In Alberta there are over 50 occupations that are designated as skilled trades. (You will find them listed on the back of this brochure.)

The Government of Alberta has set the training and certification standards for those individuals who wish to become skilled trades people. In order to help people reach these training standards government and industry work together to provide a well-organized training system, called apprenticeship. It is a system that combines classroom study in a designated post-secondary school, and on-the-job training at a place of employment. To successfully complete their training apprentices must pass all examinations, complete a specified number of hours of on-the-job training, and receive acceptable on-the-job progress reports from their employers.

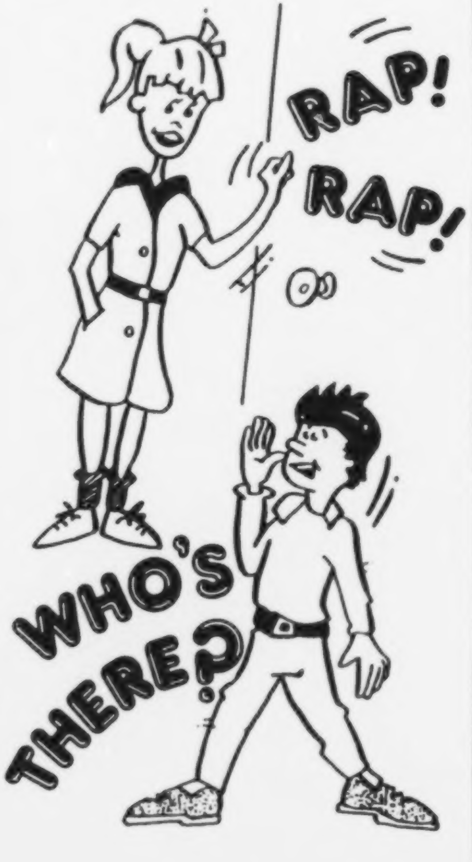
People who successfully complete an apprenticeship are fully qualified in their trade in Alberta, and are referred to as journeymen. Because of the skills and experience that are required, certified journeymen are very valuable people in their trade. They are in high demand because of their expertise, and they earn the highest salaries available in their industry.

LIST OF TRADES

- Agricultural Mechanic
- Appliance Serviceman
- Auto Body Mechanic
- Baker
- Barber
- Beautician
- Boilermaker
- Bricklayer
- Cabinetmaker
- Carpenter
- Cement Finisher
- Communication Elec.
- Cook
- Boom Truck Operator
- Mobile Crane Operator
- Tower Crane Operator
- Elec. Rewind Mechanic
- Electrician
- Electronic Technician
- Elevator Constructor
- Gasfitter
- Glassworker
- Heavy Duty Mechanic
- Instrument Mechanic
- Insulator
- Ironworke
- Landscape Gardener
- Lather-Interior Systerms
- Mechanic
- Machinist
- Millwright
- Motorcycle Mechanic
- Painter and Decorator
- Partsman
- Plasterer
- Plumber
- Powerlineman
- Power System Electrician
- Print / Graphic Arts
- Craftsman
- Projectionist
- R.V. Mechanic
- Refrig. / Air Cond. Mech.
- Roofer
- Sawfiller
- Sheet Metal Worker
- Sprinkler Systems Installer
- Steel Fabricator
- Tilesetter
- Tool and Die Maker
- Transpost Refgr. Mech.
- Water Well Driller
- Welder

I've come about R.A.P.!
GUIDANCE DEPT.

CALGARY CATHOLIC SCHOOLS
EDUCATION WITH A DIFFERENCE


RAP! RAP!
WHO'S THERE?

Co-operative Education

APPRENTICESHIP!

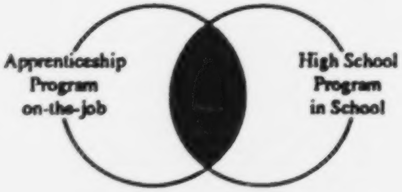
APPRENTICESHIP
? WHO ?

APPRENTICESHIP
FOR
YOU !

THE REGISTERED APPRENTICESHIP PROGRAM (R.A.P)

The Registered Apprenticeship Program allows you, the student, the opportunity to be enrolled in high school and also be an apprentice. The program is designed to encourage you to complete high school while applying time spent in work experience education towards your apprenticeship.

Once you finish high school there is a technical or schooling component to the apprenticeship which you will have to completed at a post secondary institution. By starting your apprenticeship in high school you will be getting a head start on an exciting career choice.


Apprenticeship Program on-the-job
High School Program in School

Maybe a trade is the right career choice for me?

HOW DOES R.A.P. FIT INTO MY TIMETABLE?

Many students want to know what their timetable will look like if they enter the Registered Apprenticeship Program. Below is a sample timetable of a student in R.A.P.. As you can see, after the apprenticeship contract is entered into a student can work for full apprenticeship wages during the summer holidays and return to school in September. The timetable given below is only one possible example of how your schedule could work. You will have to plan your own individualized timetable with help from your guidance counsellor and employer.

SAMPLE TIMETABLE

GRADE 10 – regular high school program with option courses reflecting possible career choices.

GRADE 11 – regular high school program with options being career oriented and work experience/ Co-operative Education enabling the student to spend at least 250 hours off-campus in a trade area.

SUMMER OF GRADE 11 – Apprenticeship or work placement

GRADE 12 – Semester I - regular high school program
Semseter II - Apprenticeship

SUMMER OF GRADE 12 – Apprenticeship

GRADE 13 – Semester I - Apprenticeship
Semester II - regular high school program

The Image Brokers

Scenic Acres Veterinary Clinic

Goodyear Certified Auto Service

Good Reasons to Become Involved !

Employer Benefits

- Excellent source of future employees
- Public recognition for a commitment to education
- Develop supervisory skills in existing employees
- Release existing employees from routine duties to take on increased responsibilities
- Assist the District in keeping school courses relevant to changes in the work world
- Gain influence and involvement in the development of future workers

School Benefits

- Provides relevant and practical experience for students to complement classroom studies
- Keeps students and teachers current on changing trends within the workplace
- Allows students access to equipment and expertise not readily available in school
- Increases student motivation by providing a realistic learning environment in the workplace
- Allows schools to maintain a close liaison with the business community and gain increased community support and commitment

Student Benefits

- Explore potential career choices
- Gain practical experience in a realistic work setting
- Ease the transition from school to work or post secondary education
- Develop new skills and reinforce those learned in school
- Obtain references and contacts necessary in securing future employment
- Develop a positive attitude toward the business sector and its contribution to our society

WHAT IS CO-OPERATIVE EDUCATION?

Co-operative Education is a high school program whereby classroom studies are complemented with practical experience obtained in the workplace. The program is based on a partnership between the student, school and business. The parties work together to enhance the learning experience of the student.

Students enrolled in the Co-operative Education Program must complete an in school course component and a minimum of 175 hours at an off campus placement. While at the work site, students are supervised by community employers who complement the academic work of students with a training plan. This training plan consists of a practical list of job activities which a student will work towards completing while at the work site. As a result, the in school and off campus components reinforce and bring relevance to each other.

WHAT TYPES OF STUDENTS ARE INVOLVED?

Students who are interested in Co-operative Education must apply for entry into the program. The maturity of a student is a significant factor in determining their suitability for the program.

Students often decide to apply to the program in order to explore possible career choices. Some students may be planning to attend community college or university. Others may intend to enter the work force in the near future.

Co-operative
Education

How To Get Involved!

For further information please contact:

Co-operative Education Program

Dawn Marie Neault
Co-operative Education
Placement Advisor
Calgary Catholic School District
300 - 6th Avenue, SE
Calgary, Alberta T2G 0G5
(403) 298-1421

A program developed
by

CALGARY
ROMAN
CATHOLIC
SEPARATE
SCHOOL
DISTRICT No 1

EDUCATION
with a difference

-operative
ucation

Co-operative
Education

Co-operative Education

Calgary Catholic School District

Certificate of Achievement

Presented in recognition of the contribution
made by the Management and Staff of

____
to the Co-operative Education Program
of the Calgary Catholic School District
during _______________.
We acknowledge with gratitude, your participation
and co-operation in enhancing the education of our students.

Superintendent of Schools	Chairman of the Board of Trustees	Date

APPENDIX S

EMPLOYER PROGRAM EVALUATION

WORK STATION SUPERVISOR

Circle the appropriate number for each statement.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I received adequate orientation about the program prior to accepting a student.	5	4	3	2	1
2.	There was sufficient contact made by the teacher–coordinator throughout the placement.	5	4	3	2	1
3.	The program was beneficial to:					
	• the student	5	4	3	2	1
	• the workplace	5	4	3	2	1
	• the community.	5	4	3	2	1
4.	The student exhibited improved work habits as the program progressed.	5	4	3	2	1
5.	The program helps to bridge the gap between school and the world of work.	5	4	3	2	1
6.	I feel that the Off-campus Education program should be continued.	5	4	3	2	1

Please answer the following questions:

7. What do you see as the strengths of the Off-campus Education program?

8. What do you see as the weaknesses of the program?

9. Was the student adequately prepared for the employment experience?

10. Would you be prepared to have an Off-campus Education student in the future? (Provide commentary.)

11. Please list any recommendations for improving the program.

Thank you for completing this evaluation. Your feedback is valuable to the organization of future programs.

Signature

Position

Company

Date

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

STUDENT PROGRAM EVALUATION

Rate your evaluation according to the following scale.

5 = strongly agree 4 = agree 3 = unsure 2 = disagree 1 = strongly disagree

Program Evaluation

1.	The classroom section of the course helped to prepare me for the work site experience.	
2.	The following classroom sections were valuable:	
	• résumés and cover letters	
	• interview preparation	
	• employer expectations	
	• health/safety issues	
	• human rights issues	
	• final project	
	• guest speakers.	
3.	The program prepared me for what to expect in the world of work.	
4.	The work experience was a positive one.	
5.	The program helped me make a more informed decision about my future education and/or career goals.	
6.	I would recommend the program to fellow students.	
7.	The number of visits by the coordinator to the work site was sufficient.	

8.	Work Site Evaluation	
	- The experience was worthwhile.	
	- I learned things that will help me in my future employment or education.	
	- The work I did was meaningful and challenging.	
	- My job could have been more challenging.	
	- I was given a variety of tasks to do.	
	- I spent most of my time observing.	
	- I spent most of my time helping someone else.	
	- I spent most of my time working on my own.	
	- I spent most of my time being helped by someone.	
	- The supervisor was approachable.	
	- My coworkers were helpful.	
	- I was given enough training and clear instructions to do my tasks.	
	- I was encouraged to ask questions.	
	- I was encouraged to do things myself, instead of just observing.	
	- I was given responsibilities.	
	- The site is a safe place to work.	
	- I had freedom to develop and use my own ideas.	
	- I was appreciated.	
	- I was given the opportunity to discuss my experience with my supervisor and coworkers.	
	– My supervisor kept me informed about my performance.	
	– I felt myself to be a valued contributor.	
	– I would recommend using this work site again. YES ☐ NO ☐	

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

9. What do you feel are the benefits/strengths of the program?

____

____

____

10. What do you feel are the drawbacks/weaknesses of the program?

____

____

____

11. List any recommendations you may have for improving the program.

____

____

____

12. Give a brief description of your work site duties.

____

____

____

13. Were you hired by the employer?

Part-time _______ Full-time _______ Summer _______

______________	______________	______________
School	Off-campus Education Work Site	Date

Source: Adapted from materials supplied by the Calgary Roman Catholic Separate School District No. 1.

COORDINATOR PROGRAM EVALUATION

Coordinator: ______________________________

School: ______________________________

Present program enrollment: Male ________ Female ________ **Total:** ________

INSTRUCTIONS FOR USE OF CHECKLIST

This checklist consists of statements of provisions, conditions and characteristics that are found in quality off-campus educational programs. Some may not be necessary, or even applicable, in every situation. If some features or procedures are missing add them to the appropriate sections. The statements should accurately and completely reflect factual background.

Rate each item, using your best judgement and all available evidence. The suggested key for rating each statement is:

0	**Does not apply:**	The provisions or conditions are missing and do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and programming goals.
1	**Excellent:**	The provisions or conditions are extensive and are functioning well.
2	**Satisfactory:**	The provisions or conditions are moderately extensive and are functioning well.
3	**Needs Improvement:**	The provisions or conditions are limited in extent and functioning poorly, or they are entirely missing but needed.

ORGANIZATION OF WORK EDUCATION

______ A clearly written statement of objectives has been developed.

______ Objectives have been developed through the cooperative efforts of employers, educators and students.

______ Standards for the operation of off-campus education have been developed and accepted by those involved in the operation.

______ The teacher–coordinator checks to see if practices meet standards that have been developed.

______ A clear-cut assignment of functions and duties has been given to all persons concerned with the program.

______ An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.

______ The teacher–coordinator is allowed sufficient time for coordination activities.

______ Provision is made for a student club program.

______ School and work station schedules are developed to meet the needs of students in the program.

______ School credit is given for the experience of students in work stations.

______ Clerical help is available to the teacher–coordinator.

______ A record keeping system has been designed to meet the needs of all areas of off-campus education.

______ The records are complete and kept up to date.

______ Funds are provided for the travel expenses of the teacher–coordinator.

STAFF MEMBERS

______ The teacher–coordinator meets minimum requirements.
______ The teacher–coordinator maintains membership in at least one local civic organization, such as the Chamber of Commerce or a luncheon club.
______ The teacher–coordinator is considered by the community to be a well-informed professional.
______ The teacher–coordinator participates in conferences, workshops, in-service programs, professional organizations, and other activities contributing to professional growth.
______ The teacher–coordinator serves as advisor to the student club program.
______ The teacher–coordinator seeks constantly to improve each aspect of off-campus education.

SUPPORT OF THE SCHOOL

______ Off-campus education is accepted and acknowledged as a desirable and essential function of the school.
______ The program is accepted as a integral part of the total school curriculum.
______ The school administrators take an active and interested part in the operation and evaluation of off-campus education.
______ Teachers and other staff members cooperate with the teacher–coordinator in the operation of off-campus education.
______ A budget is provided for the purchase of instructional materials and equipment.
______ Assignment of building space and facilities is sufficient to carry on off-campus education.
______ School administrators check with employer representatives, faculty members, community groups and students as to the effectiveness of off-campus education.

SELECTION AND GUIDANCE OF STUDENTS

______ Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.
______ Experienced counsellors help students in determining their aptitudes, interests and abilities so as to profit from off-campus education.
______ The teacher–coordinator arranges for the collection of occupational information regarding occupations.
______ Minimum age, grade and other standards have been developed and must be met by students before they enroll in off-campus education.
______ Students may enroll in off-campus education to meet graduation requirements.
______ The teacher–coordinator determines the final selection of students who are recommended for off-campus education.
______ A cumulative record is kept on each student.
______ Periodic individual conferences are held with students concerning their general progress in the school.
______ Provision is made for parents to contact the teacher–coordinator when needed.
______ Definite provision is made for checking on each student's progress in school.
______ Former students are consulted about possible adjustments to off-campus education.

PLACEMENT OF STUDENTS IN WORK STATIONS

______ A written statement has been prepared outlining the criteria by which work stations are selected.
______ The teacher–coordinator contacts employers and sets up work stations for all students in the class.
______ Employers provide work stations throughout the entire school year rather than just for seasonal employment.
______ Training agreements and training plans are drafted by the employers, teacher–coordinators, students and parents.
______ Students who already have part-time jobs are admitted to off-campus education after the work stations are approved by the teacher–coordinator.
______ The teacher–coordinator checks to ensure that all related legislation is followed.
______ Work stations may provide an opportunity for full-time employment after students complete school.
______ Instruction in how to apply for a job is given before students are referred to prospective employers.
______ A supervisor is appointed by each employer for each student.
______ Students are given a variety of work station learning experiences.
______ Employer–supervisors are informed of the progress made by students in their school work.
______ Employer–supervisors make periodical ratings and report on each student's progress at the work station.
______ The teacher–coordinator assists employer–supervisors in evaluating the work station progress of students.
______ The teacher–coordinator seeks to acquire new work stations.

COORDINATION AND PUBLIC RELATIONS

______ The teacher–coordinator observes all students at their work stations.
______ The teacher–coordinator plans coordination time and develops and follows a schedule.
______ Coordination time is used only for coordination purposes.
______ Coordination calls are made by the teacher–coordinator to the employers of students at least once a month.
______ Labour union requirements are followed in the placement and training of students.
______ The teacher–coordinator addresses each problem as it arises.
______ Reports of coordination activities are kept.
______ The teacher–coordinator has publicized off-campus education among various community organization and educational groups.
______ Work education is publicized periodically in the community and school newspaper.
______ The teacher–coordinator has a mailing list of all interested persons who receive information on off-campus education activities.
______ Students and the teacher–coordinator help in the development of public relations activities.
______ The students assist in organizing joint employer/employee dinners and similar events.
______ Parent groups are made aware of off-campus education.

CURRICULUM ORGANIZATION AND INSTRUCTION

______ Career Transitions modules are used to assist students entering off-campus education.
______ The teacher–coordinator assists with other courses that are related to career development.
______ Follow-up studies of graduates are used to guide program reviews.
______ Instruction is provided to students in the context of their career path choices.
______ Adequate records of student progress are maintained and used in developing the instructional program.
______ A variety of instructional aids are used whenever such techniques will make the activities more meaningful to students.
______ Opportunity is provided for field trips.
______ Students are encouraged to contribute instructional materials, information and other aids.
______ The teacher–coordinator periodically assesses the classroom instructional component.
______ Students participate in the evaluation of their own achievement.
______ Community resources are used as equitably as possible.

CLASSROOM FACILITIES AND LIBRARY

______ The instructional area is equipped with proper equipment needed for the type of instruction being provided.
______ The area has adequate display and bulletin board space.
______ Suitable storage facilities are provided for materials and supplies.
______ Suitable office space is provided for the teacher–coordinator for counselling purposes.
______ All equipment is maintained in good working condition.
______ Resources are current and readily available for student reference.
______ A cataloguing and filing system is used.

Source: Adapted from materials cited in the *Guide for Work Education in Manitoba's Public Schools*, June 1976.